National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Service
Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

NL-339 (r. 88/04) c

Canada

UNIVERSITY OF ALBERTA

AN EXPLORATORY STUDY OF THE ALEXANDER INDIAN BAND PARENT/CHILD PRESCHOOL PROGRAM

BY

© MARY UNSWORTH

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

IN

INTERNATIONAL/INTERCULTURAL EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

EDMONTON, ALBERTA

FALL, 1990

National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Service
Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-65010-9

UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: Mary Unsworth

TITLE OF THESIS: An Exploratory Study of the Alexander Indian Band Parent/Child Preschool Program

DEGREE: Master of Education

YEAR THIS DEGREE GRANTED: 1990

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

Mary Unsworth

2665 STARLANE DRIVE,
PRINCE GEORGE,
BRITISH COLUMBIA. V1H 1C5

Date: July 19th, 1990

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled An Exploratory Study of the Alexander Indian Band Parent/Child Preschool Program submitted by Mary Unsworth in partial fulfilment of the requirements for the degree of Master of Education in Intercultural/International Education.

M Assheton-Smith ..... Supervisor

J Blakey .....

C Urion .....

Date: .....

My thanks to Dr. M. Assheton-Smith, Dr. J. Blakey and Dr. C. Urion for their guidance and assistance in completing this thesis.

I am endebted to Chief Allen Paul and the Band Council of the Alexander Reserve, to the Kipohtakaw School Board, administration and staff, and to all other agencies on the Reserve for their help, support and encouragement in the development and implementation of the preschool program.

My special gratitude goes to the Elders at Alexander, in particular to Kukums Jean Arcand (R.I.P.), Beatrice Arcand, Margaret Burnstick and Eva Bruno, all of whom shared with me their wisdom as well as their love, dreams and hopes for the children of Alexander.

Finally, to my husband and children my love and thanks for their understanding and patience. Without their co-operation, this work could not have been undertaken.

ABSTRACT

The setting for this exploratory research is a small Indian reserve in Alberta. The focus is upon a preschool program for three year old children and their parents, which was established two years after the Alexander band assumed full control of its children's education. The program was initiated by the school board to bridge the gap between home and school and to focus on early language acquisition.

The research focusses on questions which were raised by a non-native teacher in order to develop the preschool program based upon an ecological system theory of human development (Bronfenbrenner, 1979) in an inter-cultural setting. It reports on preliminary findings from a review of the relevant literature and on the observations of teachers and their assistants at the Alexander school. The first two years of the program's implementation is outlined together with reports upon the outcomes of the program as they related to its stated goals and objectives. Included in the program outcomes is the findings from a quasi-experiment using the Canadian Test of Basic

Skills and the Metropolitan Readiness Test to record changes in language acquisition.

The research describes how, after two years of operation the program was drastically curtailed because of lack of funding. It reports that parents had increasingly become involved in the school and were actively participating in decision-making for their own and their children's education. Findings of the quasi-experiment indicate that significant measures of language change were not recorded in test scores. However, the study reveals that teachers and parents noted a positive change in the children's attitude toward reading and language use.

The research notes that any preschool parent/child program needs long-term funding if it is to continue to function effectively and play an integral role in community development. It concludes that a parent/child preschool program should not be expected to be an inoculation for immunity from educational or social failure. Rather should it be recognised as providing a strong basis for a child's future progress and for initiating development within the school, the family and the community.

TABLE OF CONTENTS

CHAPTER		PAGE
1	INTRODUCTION	
	Introduction	1
	Justification for Study	4
	Research Method and Data Gathering	6
	Definition of Terms	12
	Limitations	13
	Conclusions	14
11	ALEXANDER COMMUNITY	
	Description of Alexander	16
	Development of Band Controlled Education	20
111	REVIEW OF THE LITERATURE	
	Preschool Programs for Minority Children	33
	Parent/Child Programs	40
	Parent/Child Centres	47
	Cross Cultural Issues	49
	Language Issues	56
	First/Second Language	62
1V	PLANNING THE PROGRAM	
	Review of the literature	68
	Observations from Teachers	70
	Community Information from Teacher Assistants	72
	Program Design	77
	Goals and Objectives	80
V	PRESCHOOL PROGRAM	
	Preparation for Implementation	83
V1	PROGRAM OPERATION 1984 - 1985	99
	1985 - 1986	112
V11	PROGRAM OUTCOMES	
	Outcomes of the Program in Meeting Short Range Goals	123
	Outcomes of the Program in Meeting Long Range Objectives	130
V111	CONCLUSION	
	Summary	142
	Conclusions	144
	Recommendations for Further Study	153
BIBLIOGRAPHY		155
TEST MATERIALS		166
APPENDIX 1		167
APPENDIX 2		171
APPENDIX 3		181
APPENDIX 4		187
APPENDIX 5		194
APPENDIX 6		197
APPENDIX 7		199

LIST OF FIGURES

Figure.	Page
i. Minnesota Child Development Inventory 1984.	102
ii. Pre-Academic Skills Assessment 1984.	102
iii. Kindergarten Enrollment 1983-1985	136

CHAPTER 1 INTRODUCTION

Introduction

In 1972 the National Indian Brotherhood published a position paper entitled "Indian Control for Indian Education." Encapsulated within this title was the new policy direction for Indian education and the Federal Government indicated its acceptance of this document, in principle, as a basis for future developments in Indian education. Since that time, community control of education has become a reality on a number of reserves.

The Alexander Indian band, located approximately thirty miles north-west of Edmonton, Alberta, began in 1978 to seriously consider band-control of education for their reserve. This was achieved in 1982 when a school board was elected under the band council, to be responsible for providing all education services on the reserve. Two years later, in 1984, the school board requested the development of a preschool program. Their aim was to enable more children to achieve better academic results in the band-controlled school and, at the same time, contribute in a positive way to the overall goals of community development by involving parents in education. (Further information on the

situation leading to this decision is to be found in Chapter 2.) This present study emerged when I was asked to provide a program which might address these concerns. I was at that time teaching grade one in the Alexander School but I was neither Indian nor a member of the community.

Once I had accepted the task of providing a preschool program, I found myself confronted by a variety of questions. What approach ought to be taken? What kind of theoretical base and orientation would be effective in designing a program for Alexander? What goals would be most appropriate for an early childhood program in this setting? What types of evaluation procedure would provide adequate feedback to a preschool program in order that appropriate and relevant changes might be made as the program developed and the environment for the program changed? What resources - personal, material, and fiscal would be needed to develop and maintain a comprehensive early childhood program?

Every Indian community will have unique elements; many, though, will have common concerns. Unless information is made available on programs which have already been implemented describing the ways in which

they have defined and met community needs, then each new band-controlled school must pioneer programs without the benefit of shared experiences.

Until there are a sufficient number of trained native teachers who are willing to work in band-controlled schools, non-native educators must assist Elders, administrators and parents in the development of programs. In these circumstances, one ought not to be surprised when problems arise within the inter-cultural relationship, particularly when it comes to understanding the factors affecting children, parents, and community. These difficulties might inadvertently be compounded by a non-Native teacher's inherent beliefs, attitudes and values. Freire (1968) suggests that members of two cultures work with not over each other then share the difficulties they have encountered to assist others who are about to face similar undertakings.

This thesis takes the form of an exploratory case study. Firstly, it documents the process by which decisions were made concerning the nature of the program and then goes on to address the resources required to deliver it. A description of how the program was implemented and the changes which took

place during the course of its operation in 1984 and 1985 follows. Finally, the study depicts the outcomes of the program as they relate to the declared goals and objectives. It is hoped that this will provide an opportunity for sharing and examining the philosophy, goals, methods and outcomes of one crosscultural preschool program with all who are involved in the education of Native students in Canada.

Justification for the Study

The information generated by this study will enable interested parties to gain a greater understanding of the total situation in which the Alexander preschool program was developed and implemented. It will be useful to the community served by the program, to program practitioners in other Native communities, to the academic community, and to government and funding agencies.

A case study approach was chosen in order to better understand the community and the program at the time the study was begun. The nature of this case study will be what Burton (1981,p.10) terms "exploratory and indicative" rather than "definitive and representative." That is, the study will explore

not only the development, implementation, and outcomes of the preschool program as they relate to changes in language scores measured by the Metropolitan Readiness Test and the Canadian Test of Basic Skills, but will also attempt to indicate changes in parents' involvement in education and other areas.

Babbie (1979,p.85) has emphasized the importance of this type of research in work that is relatively new and undefined.

> A great deal of social research is conducted to explore a topic, to provide a beginning familiarity with that topic. This purpose is typical when a researcher is examining a new interest or when the subject of study is itself relatively new or unstudied.

It is hoped that this approach will further place the study in a historical context and help to clarify the nature of the program. Likewise, descriptive data will be useful in tracing the program's implementation and outcomes. It is believed that this approach will enable all interested agencies to make theoretical sense of what developed. Furthermore, it is hoped that it will be of assistance to those who would like to identify program components which seemingly account for the observable change. In this way, new ideas for research and program implementation may be generated.

Research Method and Data Gathering.

The study incorporates a variety of approaches to gather information. A review of pertinent literature had been undertaken as an essential part of the program's initial planning, so this has been included here as part of the literature review. Likewise, the observations of teachers and teacher assistants in the school had been gathered earlier from a variety of brain-storming and discussion sessions. These have been incorporated in the body of the thesis together with a description of the program as it began and developed.

All the data gathering procedures referred to here have already been incorporated in the program's design for the purpose of program development and assessment. They had not been developed for use as tools in any formal research project. Two main data gathering techniques were used in program development and delivery: the interview and the questionnaire. Both techniques were considered to be necessary.

The interview was most useful in home sessions as it elicited a wide variety of information and feedback. It enabled the interviewer to probe and explore statements about the program delivery and to find out

if it was meeting perceived needs of parents and their children. The director and the community worker used a team approach to gather data. The community liaison worker was a member of the community and knew the respondents personally. Her relationship enabled her to obtain a wide variety of relevant information and eventually provided for responses to be made in both Cree and English. I was the program director and the interview situation enabled me to make initial contact with the parents and children in the security of the home setting and provided ongoing informal contact with all the members of the extended families.

The focussed interview had been selected as an appropriate data gathering method based on the criteria of Merton, Fiske, and Kendall (1956). The people being interviewed were all parents or guardians of 2-3 year old children currently residing on the Alexander Reserve and were, therefore, eligible to participate in the program. Significant aspects of the study had undergone prior analysis by the author. I had visited several preschool programs on reserves in Alberta and the United States, and I had an extensive background in early childhood education both in Europe and North America. I had been involved in intercultural program

development in England with immigrant children in inner city schools and in California with children of migrant workers. Workshops and seminars had been undertaken with Native educators from across Canada when I was a teacher in the Alexander band-controlled school. The interview guides constructed, therefore, were based on the insights gained from personal experience together with guidance from an Elder and the community liaison worker. They were intended to focus on the parent participants' definition of appropriate program delivery in an attempt to ascertain changing areas of need for program development.

The questionnaire method of data gathering was used as an awareness tool for parents and for collecting information for program development. Use was made of weekly questionnaire sheets (for parents to evaluate the parent/child session) and of home session questionnaires (for gathering specific information for program and parent needs).

Collection of essential information for program evaluation had originally been incorporated within the design of the program. Data had been gathered primarily to ensure that the program was meeting and

would continue to meet the changing needs of the participants.

It became necessary in the first year of the programs operation to consider introducing a quasi-experiment to evaluate changes in the children's language development. This was to provide information for proposals to funding agencies and was then continued for the purpose of this study. Data concerning the language-development of the children was to be measured by Canadian Test of Basic Skills (CTBS) scores using pre-test and post-test data with cohorts as control groups. The definition of "cohorts" is the one proposed by Mark & Cook " groups of units that follow each other through formal institutions - e.g.schools" (1984,p.106,). Validity was a matter of concern, however Cronbach and his associates have argued persuasively against a prime concern with internal validity in evaluation research, contending that external validity is the more important issue (Cronbach, 1982; Cronbach et al,1980). They put forward the following arguments:

a) In evaluation, valid causal inference is less important than relevance (i.e. providing information that others can use to make judgements about

treatments, persons, outcomes, and settings beyond those examined in the particular evaluation).

b) Programs pass through different stages and different kinds of research goals are appropriate at different program stages (i.e. descriptive research useful to policy makers).

c) A strong causal design is often unnecessary for reasonable causal inference (Cronbach 1982; et al 1980). Mark and Cook (1984) also postulate that a simple quasi-experimental design will sometimes allow for reasonable causal inferences. They do not believe that there is any best sequence of activities in program research since some programs require extensive research prior to evaluation. They consider a quasi-experiment to be a critical component but not the only aspect of an evaluation enterprise.

Data for the pre-test and post-test design of the quasi-experiment was obtained from CTBS scores and from Metropolitan Readiness Tests. The children who participated in the first and second years of the preschool program, and who are the focus of this study, underwent CTBS testing as grade one students in 1987 and 1988. The control groups of children were all grade one students. The first group was the grade one

class of 1982 which was the year prior to band take-over. Thereafter, succeeding groups were the grade one students of 1983 - 1986 inclusive. The Metropolitan Readiness Tests administered to grade one in 1984 - 1986 provided additional data and will be examined together with those obtained from the children in the study in 1987 and 1988. Language scores as measured by the CTBS and Metropolitan Readiness Tests are to be recorded in table form and will also include those recorded in 1989.

Changes in the relationship between parent and school will be recorded in this study in anecdotal form. Changes in parents' awareness of child development needs will be the focus of informal interviews with school staff.

Definition of Terms

Alexander community - Members of the Alexander Indian Band residing on the reserve 15 miles west of Morinville in Alberta, Canada.

Indian band - A community of Indian people recognized as a legal entity by the Governments of Canada.

Band control - complete autonomy by community, legally stated under the Canada Indian Act in financial administration of education on the reserve, including the terms of employment, hiring, and firing of staff, staff qualifications, curriculum content, and buildings.

CTBS - Canadian Test of Basic Skills. Administered in all schools in the province of Alberta and recognized by them as a standard measure of achievement.

DIAND - Department of Indian Affairs and Northern Development.

Ecological systems theory - the study of the effects on child development of the different systems in which the child is a member, the family, the school, the community, and the nation.

Preschool - A group education program which precedes Grade One.

K.4 - A play group for four year old children located in the school and offered four afternoons a week for two hours.

K.5 - A preschool program for five year old children, located in the school,and offered five mornings a week for two and a half hours.

Limitations

As this exploratory research is a case study, generalization to similar communities should be done with caution. As Cronbach (1982) comments in relation to evaluation research, the most important criteria here is relevance; that is, providing information that others can use to make judgements about "treatments" (i.e. programs), persons, outcomes, and settings beyond those examined in this particular case. This is so

because it will provide a better understanding of the complex role of preschool education within Alexander community's development. This is particularly important if one is to facilitate a sharing of information with other native and non-native educators, many of whom are endeavoring (often in very isolated situations) to assist their own communities as they accept responsibility for providing educational services.

Conclusions

This exploratory thesis provides, in Chapter 2, details of the Alexander community and of the development of the educational services it offered. Chapter 3, describes the review of the literature and Chapters 4, 5, and 6 describe the planning, preparation and implementation of the preschool program in 1984 and 1985. The outcomes of the program related to its goals and objectives are outlined in Chapter 7. The conclusion of the thesis is contained in Chapter 8. This is then followed by the bibliography and the appendices.

The research was done with the full support of the parents, educators, administration, and band council of

the Alexander Reserve. It was believed by them to be an important addition to their records since they are frequently involved in sharing their experiences with other Native com nities who are also considering implementing band control of educational services.

CHAPTER 2 ALEXANDER COMMUNITY

When planning a preschool program, it is essential to understand and define the community for which it is to be developed. Many experiences that the community have had will be similar to those experienced by other Native communities, others will be unique, all will eventually affect the type of program developed and the success of its implementation.

Description of Alexander

The Alexander Indian reserve is located approximately thirty miles north-west of Edmonton, twenty miles north west of St. Albert, and twelve miles due west of the town of Morinville. It covers an area of some twenty-five square miles or so.

In 1879, following the signing of Treaty #8, the band was given a choice of three sites, one of which would become their settlement. Until that time they were accustomed to moving throughout North Central Alberta, hunting in the summer and trapping in the winter months. The present site was chosen on the basis that it was the best land for farming. The Cree name for the reserve is KIPOHTAKAW, which means "bushed

in" or "trees crowded together." In 1905 the band council surrendered 9,518 acres of land to the government for sale at a later date; this was approximately one third of the original reserve.

In 1886 a small Roman Catholic mission church was located close to the community. Most of the band (99%) are presently Roman Catholic as reported in a survey in 1982 (Alexander Band, 1982). The people are Cree but the common language used is English; Cree is spoken by a few elders only. Some traditional values are still held but few Cree practices remain. Recently there has been a renewal of interest in Cree culture, language, and tradition. The population of the band in 1982 was approximately 750, of whom 450 resided on the reserve. One hundred and sixty children were of school age.

From the turn of the century until after World War 11, children were taken from the reserve to Catholic boarding schools in St. Albert and Hobbema. At the same time, a small, one-room mission school for primary children was built on the reserve and by 1950 the reserve school had increased to two rooms and become a federal school. Children were then given the option of attending school on the reserve or of being bussed three miles to the provincial school in Riviere Qui

Barre. A third choice was also available and that was to attend the Catholic public schools in Morinville. In 1964 a new elementary school was built on the reserve with four classrooms, a staff room, an office, and gymnasium.

Several ventures over the years have been undertaken on the reserve to establish an economic base. A co-operative farm was started at the turn of the century and for a time this was successful in providing some employment. However, with the high costs of mechanization, it has never proved economically viable. A furniture manufacturing shop failed to become self-supporting and closed after a short period of operation. An arts and crafts project was begun but it too failed to flourish and, in spite of extra support, it eventually ceased to operate. A band-owned beach resort was developed for camping and water sports, this venture did not attract band or public support and is now 'in limbo.' Money from oil and natural gas resources was used to develop a general store and service station. Unfortunately, during the economic recession in the early 1980's, the government turned off the wells and, without that revenue, neither project could be completed until 1987. Some seasonal

work on the trap lines to the North of the reserve does occur but, it is perceived that due to industrial development in those areas, the revenue from trapping has declined. In the summer, the government employs a large number of adults from the reserve for fighting forest fires.

According to figures in the survey (Alexander BAND, 1982), eighty-seven per cent of the approximately two hundred adult men and women were unemployed. No jobs existed for the teenage population. The band council at that time employed approximately twenty adults but the educational center was soon to become the largest employer on the reserve and the numbers of employees continued to increase with each year of band control.

The social conditions on the reserve in 1982 were summarized as being inadequate. Insufficient and low quality housing was provided without cost. Roads were unpaved and in poor condition. Water and sanitation facilities were inadequate. Some recreational facilities were available (arena, sports grounds, etc.). Drug and alcohol abuse was a major concern and incidence of suicide and accidental death was high. There was a high pregnancy rate amongst teenagers and

there were many single parent families. A day-care centre did exist on the reserve but both the facility and staffing was unsatisfactory. The only preschool program was a half day kindergarten and this was used sporadically by just a few families. The traditional extended family exists and continues to provide valuable care and support for the young. Basic medical care could be obtained at the reserve's health unit.

Development of Band Controlled Education

In 1967, a group of concerned parents formed a small committee to provide local input to the Department of Indian Affairs and Northern Development (DIAND). Its chief goal was to improve the school attendance of Alexander children. By 1976, as the committee became familiar with the schools, they perceived the need for a greater understanding of the various issues in education. They wanted to identify the reasons for the failure of their children in the educational system. By 1977 the members of the committee were regularly attending workshops and visiting other reserve schools. In 1979 the social counsellor on the reserve began to function as an unofficial education co-ordinator. After attending a

workshop in Winnipeg in 1978, the committee felt that local band-control of education was a possible option. In February of 1981, a submission was made to Ottawa for funding for a community-based evaluation of the education available to the children from Alexander reserve. The evaluation was published in 1982. It stated the belief that only two students from the reserve had graduated from grade 12 in the past 15 years and, during that time, the failure rate had been 95%.

With the findings from the evaluation, the process for community change gained momentum. Members of the community were encouraged to become actively involved in all aspects of its development. To quote Minzey & Le Tarte (1972, p.46). "They had taken steps to initiate community problem-solving".

The developmental model for band controlled education at Alexander, proceeded as follows:

1 Process (community involvement)
2 K - 6 curriculum developed
3 Delivery and co-ordination of community services
4 Use of facilities
5 Activities for adults and youth
6 Activities for school-age children

1 Process (community involvement)

Intensive self-training was initiated by the community- formed education committee. Preparation was undertaken in the areas of school management, policy development, budgeting, negotiating, school maintainance, office procedures, educational theory and staffing, and all other areas of operation and control required of an independent small school district with board and school. The committee recognized the need for a community based-evaluation. This was not only to be an objective assessment, but would also ascertain the values, aspirations, and concerns of the native community. It was to be undertaken by Mr. P. Lane, Jr. from the University of Lethbridge together with an on-site team from Edmonton and Lethbridge (Alexander Band, 1982). Community workshops were organized to inform and share educational philosophy that would reflect the needs of the community, and would be compatible with traditional values and aspirations.

2 K - 6 curriculum developed

In 1980-81, more workshops were organized in the community to examine educational models. A process model was agreed upon and several speakers were invited to make presentations to the community.

The Alberta Provincial Early Childhood Services presented a comprehensive early childhood educational model which was currently being implemented in Alberta. This was rejected in light of the information he gave when he reported that this model was not at that time in every school in the province due to the shortage of trained E.C.E. graduates from the Alberta universities.

A Waldorf approach and a Montessouri model which had been adopted by the Indian control school in Bella-Bella, B.C. were also considered. These were rejected as being too different from the provincial system and therefore unacceptable to the community.

Finally, some members of the community were invited to attend a workshop in California on the ANISA model of education developed by Dr.Daniel Jordan. The model was a master plan for equalizing educational opportunity. The philosophy of the model was based on the work of Alfred North Whitehead from which a scientifically devised theoretical framework had been developed to encompass; curriculum, teaching methods, administration and, evaluation. The basis of the model was the belief that a human being is endowed with infinite potential and that the purpose of education is to enable every child to develop this potential by

acting upon the environment. The model was perceived to reflect the wholistic concept of Indian philosophy based on the o anic and spiritual oneness of the universe. A presentation was later given to the community and after assurances that this model would address the "process" of learning and that the "content" would continue to be the Alberta curriculum, the model was accepted.

The federal school formally closed in the summer of 1982. A newly formed community board hired a principal and five teachers from within Alberta to staff the band controlled school when it was to re-open in the fall. It would offer a program for kindergarten to grade four. The ANISA model chosen for the school was comprehensive and complex, and it relied on "master" teachers for its interpretation and implementation. Extensive training was necessary to become a "master" teacher and this was available only in California. Consequently, a group of community members and the newly hired school staff undertook some training from "master" teachers in a six-week course in the summer of 1982, at the National University, San Diego, California. Dr.Jordan agreed to provide future staff development and support on a contractual basis.

At the end of the first year the principal and three staff members left the school. They were replaced by a principal, two teachers from British Columbia, and a "master" teacher from California who joined the remaining staff to provide onsite development and support for the model. By the third year of band-control, the school had extended to grade six, the Californian "master" teacher had become principal, a second "master" teacher was hired from California, and Alberta content was no longer used in the school curriculum.

3 Delivery and co-ordination of community services

A Cree cultural centre was to be established in the school to provide a focal point for community involvement. Instruction in the language was to be established at all levels. A media centre in the school was to become a central resource from which counselling and guidance services were to be established. Preschool medical screening was to be co-ordinated with existing medical services.

4 Use of facilities.

The existing school buildings were examined and several areas were singled out for upgrading. Basically, the site, and the most recently constructed buildings were found to be in excellent order for future community education needs.

5 Activities for adults and youth.

Adult education program was established. Initially, the program included a six-week course in California which several community and band council members attended. This was followed by several extended workshops in the community on the ANISA model. Funding was obtained for seven community members to begin training as teacher aides, with on-site courses offered through the University of Athabasca. A recovery program was started with twenty young people between the ages of sixteen and twenty-three years. This was basically to enable them to obtain grade six to ten proficiency in basic subjects. Funds were raised through Canada Manpower which enabled these students to receive payment for attending school for a period of six weeks and then working at the school for

a further six week period - the cycle to be continued for as long as funding permitted.

6. Activities for schoolage children.

In 1984, programs were started with the help of the local recreation board for out-of-school activities. These were to include the traditional drumming and singing, beadwork, quilling, and tanning together with hockey, cross-country skiing, and guitar classes. Summer school for students was also considered and recommended.

The band council and its education committee, in the summer of 1982, established on the Alexander reserve the Kipohtakaw Education Center. This had its own elected school board responsible for all curriculum, staffing, and school facilities. With generous funding and support from DIAND, this was viewed as a pilot project in community control of Indian education, and considered to be a vital step in implementing Indian self-government leading to the stated objective of department devolution. The school was formally opened in September, 1982.

In 1984, the education board noted that since taking over control of their own education, school

staff had repeatedly identified as a major cause for concern the difficulty that the majority of children experienced with the preschool language skills required for reading success. CTBS scores, particularly in Grade 1 and Grade 2, had remained unacceptably low. The school administration also felt the need to promote a greater involvement of parents in the school. It was believed that in order to foster parental trust and pride, it was important to ensure that the Alexander school was achieving results on a par with those being obtained in the local provincial schools. A meeting was arranged at which the elders, administrators, and teachers reviewed the situation and made suggestions for action. The following observations were made:

1. There are high expectations within the community that schooling can create successful children with the academic skills to succeed in post secondary education in the dominant society.
2. Children are still entering both the band school and provincial schools without the language skills necessary for success.
3. The school is isolated from community.
4. People do not understand the school system.
5. A high proportion of children are raised without

home stability.

6. A very high proportion of the children are born to a single parent.
7. The average educational grade-level attained by parents is grade nine.
8. Unemployment is high.
9. There is no economic security.
10. Job opportunities are limited.
11. Many grandparents, traditionally the guardians of the young, are themselves in the work force.
12. Some resentment is felt by elders toward "modern" family life.
13. The urban reserve has easy access to city.
14. Daycare facilities are inadequate.
15. The children are left at any house that will take them.
16. A problem exists in that there are insufficient good foster homes.
17. There is a high incidence of abuse, alcoholism, and stress.

The decision was taken to try to obtain funding to enable a teacher from the school, together with a community member to develop a preschool program, the purpose of which would be:

- To bridge the gap between home and school by actively involving parents with preschool children;
- To increase language acquisition and subsequently enable more children to be successful in school.

A community meeting was arranged at which the school board distributed a report (Appendix 1) stating that health, education, and social conditions on the reserve reflected a need for the establishment of an early childhood program at Alexander. It stressed the importance of the early childhood years and the need to involve parents in their children's education. It concluded:

> Alexander Reserve will begin a pilot program that addresses the early needs of our children in terms of the severe deficiencies we described above -- the serious lack of early skills development, especially language acquisition which handicaps the child's school entry and which multiplies through later stages of growth. The project will operate by involvement of the parents in the educational process.

Report to the Alexander Community
July 1984

As the need for a preschool program was a priority, it was decided that the development and implementation of the program was to go ahead with or without funding with a view to having a program underway in the fall. It was at this time that I undertook a review of the literature prior to planning the program.

CHAPTER 3 REVIEW OF THE LITERATURE

To develop and implement a preschool program to meet the community defined needs at the Alexander Indian reserve, a review of the literature was undertaken. The review focussed on past and present preschool programs in order to develop a clearer understanding of the underlying values and assumptions on which such programs had been based. The program was to be designed for a specific minority group to which I did not belong. Therefore it was also necessary to review cross-cultural issues in education to better understand the beliefs inherent in both the programs researched and the researchers. Language issues were expected to impact on all aspects of program planning and delivery, and these were also reviewed prior to program planning. The literature reviewed addressed preschool programs for minority children, the role of parents in preschool programs, the function of parent/child centres in preschool education, and cross cultural and language issues.

Preschool Programs for Minority Children

The implementation and criteria for success of preschool programs in North America (e.g.. Headstart, Infant Stimulation, Early Intervention, etc.) were all measured by their degree of conformity to pre-conceived criteria for success derived from studies of white, middle-class families (Freeberg and Payne, 1967). Underlying this was the belief that, if deprived children were given more schooling at an earlier age, they would have equal opportunity with middle-class children when they entered the school system. Early childhood programs were considered part of "a group swell movement which recognizes the importance of educators becoming involved with the child at a young age in order to prevent or reduce failure in school and in life" (Zeitlin, 1976, p.vii). It was believed that the likelihood of success would be increased through the early identification of problems and the implementation of intervention procedures (Commission on Emotional and Learning Disorders in Children, 1970).

The focus of research on preschool programs over the last twenty years has been firmly rooted in this body of knowledge based on the criteria for success

established by dominant white middle-class society. When such knowledge is transferred to a specific group of people who are outside the dominant society, their needs are not necessarily addressed. They are simply compared to this established criteria and deemed lacking based on the degree by which they deviate. It is none-the-less important to consider the research findings, since many essential concerns will be similar to those addressed by new programs, and it would be foolish to dismiss any helpful information simply because it was not generated within an acceptable framework.

Since the early 1960's there has been an increasing emphasis placed on early childhood education. Psychologists and educators (Hunt, 1961) outlined the importance of the early years as a critical period for intellectual growth and development. A synthesis of research finding concluded that, from conception to age four individuals develop 50 per cent of their mature intelligence and from ages four to eight they develop another 30 per cent.

Another source of support for early childhood education in the early sixties was the work of Martin Deutsch among disadvantaged children in New York City.

Deutsch (1967) reported that "controlling for socioeconomic status, children with some preschool experience have significantly higher intelligence test scores than do children with no preschool experience" (p.90).

Studies of the relationship between young children's early experiences and subsequent intellectual development led to the growth of early childhood programs whose objectives were to provide stimulating environments to promote development (Horowitz and Paden, 1973; Zigler, 1979). School-based intervention programs initially claimed successful results. Gains in school achievement and I.Q. were reported but, as further evaluation of these programs was made, it became apparent that these gains were not sustained beyond grade three (Westinghouse Learning Corporation, 1969; Hodges & Smith, 1980). Positive effects, in terms of parents' increased awareness of their influence on their children's development were, however, observed. Also reported were more positive attitudes toward school and increased educational aspirations for their children (Almy, 1975; Gray, 1971; Slaughter, 1982; Zigler, 1979).

The research over the last twenty years has an interesting pattern. For example, a great deal of research concluded that these claims were exaggerated and that, at best, early childhood programs produced short-term benefits only (Jencks et al. 1972). Home-based intervention programs also revealed short-term rather than long term benefits, and the effectiveness declined once home visits were discontinued (Bronfenbrenner 1981). After extensive long-term monitoring of such programs, it was concluded that the chief benefit to the children from participating in them was that they prepared the children to meet the minimal entry requirements for public school systems and trained the children to perform better on initial standard tests (Lazer, 1977). Experts and educators eventually concluded that such expensive programs did not justify the expenditure as, more often than not, children who had participated in them continued to fail and drop out of school.

Project 'Follow Through' was begun in 1967. Its purpose was to continue Head Start-type programs through grade three. Data from the various program models in 'Follow Through' were collected and, in 1976, the original data was re-analyzed. New data was

gathered on the children who, by then, were 9 to 19 years old. The 1979 report by the Consortium for Longitudinal Studies summarized these and other findings of longitudinal studies of low-income children, all of whom had participated in experimental preschool intervention programs over a period of fifteen years (Lazar and Darlington, 1979). In contrast to previous studies, the researchers reported that early education programs for low-income children apparently had a variety of lasting effects. They significantly reduced the number of children assigned to special education classes. They reduced the number of children being retained in any one grade and significantly increased children's scores on achievement tests. Furthermore, low-income children who attended preschools surpassed their control group on the Stanford-Binet IQ test for up to three years after the preschool programs ended and these children were more likely than control children to give achievement-related reasons for being proud of themselves. Additional follow-up research from one of the preschool programs showed a reduction in juvenile delinquency and teenage pregnancies and an increased likelihood of employment during the year following high

school among children who had participated (Dutile et.al, 1982).

Such results have implications in terms of the cost-effectiveness of preschool programs. Moore (1979) described the results of a cost effectiveness study of one project which showed that "a substantial portion of the project costs were recovered by the community from savings accrued by project children who did not require special education placement or other extraordinary care of intervention" (p. 80). Preschool research is becoming increasingly focussed on the early identification of problem behaviours and their relationship to later devient behaviour and substance abuse. Emphasis in preschool education is being placed on wholistic development of the child for a healthy self-esteem. Research has shown, for example, that children's early behaviour patterns can predict later tendencies toward alcohol/drug abuse and leads some to suspect that early support in this area, particularly at the preschool level, could be an effective alternative to expensive rehabilitation programs .

The report on the New York Longitudinal Study (1983) stated that,

> characteristics such as high amounts of dissatisfaction and undercompliance at ages one

> through six were related to high amounts of tobacco use at ages ten through thirteen. Problems with coping and discipline at age five were associated with high levels of alcohol use in young adulthood and marijuana use at ages thirteen through sixteen.

A more recent comprehensive report of this kind was given by the University of Alabama's Dean of Education, Milly Cowles (1985). She pointed out that in approximately 25 studies which followed children from early childhood programs into adulthood and which compared early-starting children with others from the same socio-economic background entering school at the usual age, early starters were found to benefit in several significant ways. They scored higher in math, science and foreign languages; were more likely to graduate from high school without repeating a grade; earned more money; were arrested less often; and were less likely to be on welfare. "Mothers of early starters," said Cowles, " are more likely to see their children as successful" (p.7)

Studies of the problem cycles Native people confront have shown that most of the children have been entering school at the Grade One level with little or no preschool, formal education. This has resulted in many being disadvantaged at the outset of schooling by serious gaps in critical skills (Alexander Band, 1982).

Such a factor, when traced through later years, might contribute to continued educational failure, subsequent unemployment and deeply-rooted damage to self-image. It is believed that all these factors make up a strong part of the destructive pattern of alcohol and drug abuse.

Parent/Child Programs

In the 1960's, the new era of science and technology combined with the war on poverty to generate the "great American dream". Research shifted from describing child-development to an attempt to understand and explain it. This became the basis for laboratory-controlled experiments used to measure and test the effects of early experiences on development (Bowlby, 1951; Palmer, 1969; Clarke & Clarke, 1976). Research confirmed that links existed between sensory experiences and intellectual development. Laboratory experiments on animals, including the now renowned Harlow experiment, established a new body of knowledge on the effects of early deprivation (Lievert & Wicks-Nelson, 1981). Studies on "critical periods" claimed that irreversible bonding occurred at birth and

deprivation at this time led to permanent problems. It was extensively reported that the parent/child relationship begins at birth and continues throughout life and exceeds any other relationship in terms of priority, duration, continuity, amount, intensity, and consistency (Schaefer, 1971). All later research into child-development then supported the idea that, if parents are the child's earliest and most continuous influence, they would and should play a significant role in the child's early development and education (Bronfenbrenner, 1972; Clarke-Stewart, 1979; Nedler and McAfee, 1979).

Many of the arguments and assumptions made for parents' involvement in preschool programs were based on the belief that parents who conformed to pre-conceived notions of child-rearing would raise successful children. Courses, books, and the media created a climate in which every child had the right to have a trained parent. Studies were showing how middle-class parenting was producing children who succeeded in the school systems (Clarke Stuart, 1973). Other methods of child-rearing were studied and then compared to these "norms" so that differences and areas of deviation could be measured. Working-class

families, single mothers, ethnic minorities, all were scrutinized and compared. That parents might not want to change or could not change was not considered since, from this perspective, the "good" society was extending a helping hand to those in need.

The emphasis in preschool programs, therefore, shifted from trying to overcome parental and home influences on the child, to actively seeking to involve parents (Evans, 1975). The aim of these programs was to show parents the right way to nurture children and, in so doing, how to change to meet society's expectations. The new evidence clearly showed that parents could and should provide experiences which would raise children from every kind of background to an equal level at which they could enter school with the same chance for success.

Parent and child programs have continued to flourish since 1971, largely because of these and other studies which confirmed parental impact on children's self-concept and early language acquisition. The importance of the parent in the child's early development was recognized by the Head Start program. This was an early intervention program funded by the U.S. Federal Government and which has served millions

of children since 1965. It was a systematic attempt to provide early childhood programs for low-income, preschool children and required parental involvement as a precondition for funding. The goals were to support child development programs which encouraged the role of the family as the first and foremost influence on children's development and to use these programs as a means of strengthening parental roles (Takanishi, 1977). After an in-depth survey of these programs, Bronfenbrenner (1974) concluded that "the evidence indicates that the family is the most effective and economical system for fostering and sustaining the development of the child." Further "the involvement of the child's family as an active participant is critical to the success of any intervention program" (p. 55). Other researchers (e.g., Clarke-Stewart, 1979; Evans, 1975; Grotberg, 1969; Lazar, 1981) reached the same conclusion. Evidence is overwhelming concerning the benefits of parents participating in and accepting responsibility for their own child's early education.

Specific positive effects on both parents and children have been reported. As parents become more aware of their role in the teaching of their children, they became more confident in their parenting skills

and more concerned with educational and life goals for their children (Gray, 1971; Mayfield, 1982; Slaughter, 1982). Parents develop a more positive attitude toward education (Berger, 1981; Hess and Shipman, 1968; Lazar and Darlington, 1982; Zigler, 1979) and children develop better attitudes toward education and themselves as learners (Schweinhart and Weikart, 1980). Parents' feelings concerning their own self-worth and competency increased (White and Watts, 1973; Zigler, 1979), and the child rearing behaviours of mothers improved. They became more responsive to and active with their children, used more complex language, became less authoritarian, and more confident (Andrews, et al, 1975; Levenstein, 1977; Love et al, 1976). Positive effects on siblings and other family members have also been noted by Gray and Klaus (1970) and by Schweinhart and Weikart (1980). Synthesis of evaluation research on early childhood programs which include a parent involvement component have concluded that gains are greatest and more lasting when both the parent and the child are actively involved in the program (Bronfenbrenner, 1974; Clarke-Stewart, 1979).

More recent studies indicate that when parents are involved, there are many lasting benefits (Hendrick,

1980). One researcher reported that parent involvement was a more important variable in children's achievement than the quality of the school (Schaefer, 1971). Positive effects on parents' attitudes towards their children has been documented (Berger 1981). Younger children in families taking part in programs have been shown to benefit also (Gray & Claus, 1970). All the research has indicated that there is a considerable effect on the parent-child relationship (Goodson & Hess, 1975).

An interesting finding of the British National Child Development Study, which might also be considered within parent/child relationships, was that children between the ages of 7 and 11 whose parents experienced class-change (either upward or downward), showed correlating increases and decreases in reading and mathematical achievement (Clarke & Clarke,1976). This study indicated a high correlation between social class and reading and mathematics achievement in the upper school. Perhaps by participating in a parent/child program, parents' ability to access services for themselves and their families increases the possibility for upward mobility. Consequently, the later critical period for academic achievement in the upper elementary

school might, perhaps, relate more closely to a change in the family's social conditions, rather than to a child's participation in a preschool program.

Educators have recommended parent involvement in early childhood programs for Native Indian children (Galloway, et al, 1968. Ryan, 1972). However, when research is undertaken by members of the dominant society "on" minority groups, a great deal of time and money can be spent defining or defending conclusions without having any effect on, or contributing towards, the understanding of real issues. For example, Hawthorn (1967) concluded that the difficulties encountered by native children in schools were caused by lack of parental support and this was later followed by several studies which disputed the earlier research and concluded that Indian parents were concerned and interested in their children's education (Berger, 1973).

Parent/Child Centres

Parent/Child Centres were developed in the late 1960's as part of Project Head Start in the United States. These Parent/Child Centres provided not only parent involvement in the education of the child, but were also designed to provide comprehensive medical, social, and educational services for the parents. A few Parent/Child Centres were established in Canada (mostly in Ontario) in the mid-1970's and 1980's.

The general goals of the Parent/Child Centres are to broaden parents' knowledge of children and child development, to reinforce parents' skills and family life, and to use community support services. All Head Start Parent/Child Centres include the following components (Hiller, 1977, p.99)

- a focus on the family;
- health care and referral;
- opportunities for parents to better understand child development and their role in fostering maximum growth;
- activities for children designed to stimulate cognitive, emotional, and physical development;
- assistance in economic and personal problems.

Research on these Parent/Child Centres (Andrews et al, 1982; Mayfield and Winkelstein, 1984; Stenmer and Mueller, 1973; van der Ploeg, 1984) has documented significant change in terms of children's achievement as measured by standardized tests and also in parents' knowledge, skills, and attitudes. Parents who have participated in a Parent/Child Centre Program were shown to be more active participants later on in general school and community activities and showed more home support for educational achievement for their children than parents who had not participated in the program (Conrad and Eash, 1983). There is anecdotal and observational information on the parents' increased desire for education both for themselves and for their children. A more positive approach to life and parenting by the parents and the use of recently learned parenting skills in interactions with other children in the family has also been noted (Mayfield and Winkelstein, 1984).

In an evaluation of a Parent/Child Centre in Toronto, it was reported that mothers developed support networks and relationships with staff members which provided help and support in times of personal or family crisis and which some mothers and staff believe

helped prevent child abuse and other problems (Children's Storefront, 1980). Mothers reported that as a result of participating in the Parent/Child Centre they had learned about parenting and child-development as well as age-appropriate toys, books, and materials (Children's Storefront, 1980).

Cross-Cultural Issues

A non-native teacher planning to develop programs for native children must be aware of the implications of the nature/ nurture controversy. Some researchers have used scientifically-developed tests and measures to support Arthur Jensen's argument that there was a real difference in intelligence between different races. These tests were given, normed, and interpreted by members of the dominant society. Since tests only measure a person's ability to know whatever the tests ask, such claims must be viewed with skepticism. Until tests are developed from within native society and administered, normed, and interpreted by native professionals, results from intelligence tests must be suspect.

For example, to explain differences in school performance, a number of studies and research projects in the last decade have popularized "right brain/left brain" theories. Biological differences have been linked to differences in the formation and functioning of the hemispheres within the brain (Springer & Deutsch, 1981). This has led to an abundance of research into the implications of such findings for native children learning in school. Use of language, behaviour and temperament, visual motor skills, and left ear advantage, all could be assumed to be biologically different according to race (Cattey, 1980). Such an argument is now being disputed and considerable evidence supports the notion that these are based on myth rather than scientifically-valid propositions (Chrisjohn & Peters, 1984).

Those who support the nurture theory would argue that different ethnic and social class groups are characterized by significantly different patterns of environmental forces. "Differences in the pattern and distribution of experiences is the result of the environment, not of biological origins" (Marjoribanks, 1972).

If environments and the objects in them are perceived differently depending upon the social aspects of the situation, then children's backgrounds play an important role in how they will learn. If needs of native children are to be carefully considered when developing preschool programs, the evidence of different learning styles in programming must be noted. Research from the Project Yaqui (1984) has suggested that there may be two basically different family interaction styles: wholistic (field dependent) or analytic (field independent). Wholistic children's families tend to stress closeness between children and parents and the child's place in the family. Analytic children's families emphasize development of a separate identity.

Cognitive styles have similarly been identified as holistic or analytic. Wholistic learning tends to organize perceptions and experiences as wholes and totalities, encouraging sensitivity to the overall context of situations and influencing the perception of objects, persons, and events. Analytic learning responds to events and objects independently of situation or social context and the selection and

organization of information obtained develops from attention to parts rather than wholes.

More (1984) has developed a continuum of learning styles which, in turn, has led to research in styles of teaching. These are:

1. Global---------- Analytical
2. Watch then do----- Trial and Error
3. Non-verbal ------- Verbal
4. Imaginal --------- Verbal

This kind of information may be useful to a teacher, but it can lead to stereotyping, especially when it suggests that some cultures rely on one or other end of the continuum and therefore that all children in that culture will respond best to a certain teaching style. Any consideration of culture must, however, acknowledge similarities as well as differences between groups of people, but the differences between individuals within a group, are very often greater than those between cultures. Piaget (1952), reasoned that all complex forms of knowing develop out of simpler forms which are to be found in all infants. Therefore, all children in school must be exposed to a variety of learning situations and teaching styles. In this way they will

acquire the ability to switch freely from one end of a continuum to another, depending on their needs. It might be said that individual circumstances, not culture, dictate such needs.

Consideration was given to cross-cultural concerns expressed by teachers in provincial school systems. Native children might be said to be disadvantaged in a school system which values verbal performance if they have not experienced verbal learning and public exposure. Many teachers require young children to demonstrate in front of the class to show that they have successfully "learned" new information. Such a situation could be threatening to children who have acquired skills through non-verbal observation. Teachers are not always aware of the need to understand each child's preschool experiences and for creating a classroom environment which will enable all children to develop confidence as they become more adept at making choices (Philips, 1982). Studies in human-rhythm, timing, flow of events, and low level questions present evidence of non-verbal difficulties between different cultures (Grove, 1976). All this research stresses the need for increased awareness and understanding when different cultures are in close contact.

ASSESSMENT MATERIALS

Measurement of developmental changes was given a great deal of consideration and particularly the problems of cross-cultural validity in most standard developmental measures. The inadequacy of present tests and methods of implementation has been a continuing frustration and obstacle for Native educators. The Canadian Journal of Native Education, in assessing "Program Delivery Factors Associated with Education Quality," noted that in federal schools "standard tests are not validated for Indians;" in Band schools "evaluation instruments are lacking," and in provincial schools "student progress instruments are often invalid" (Vol 11, #1, p 41). In spite of these findings, the CTBS and the Metropolitan tests were used at Alexander to measure language change related to the program outcomes. This action was taken when the school board believed that it was necessary to provide such data in proposals to outside agencies to secure program funding.

In a paper on intelligence testing in Indian communities, Roland Chrisjohn, an Indian education psychologist at the University of Guelph, sets out a convincing argument on theoretical and methodological

grounds for both adapting standard instruments and designing new instruments for the measurement of various capacities among Indian people (Chrisjohn & Lanigan, 1984). Chrisjohn & Lanigan state that, in research on intelligence in Indians, there are no "Indian-specific" or "Indian-generated models"; rather the theories and issues are adopted wholesale from non-Indian theorists who think they are applicable. A theory of Indian intelligence must eventually be constructed from within Indian ranks, with Indian perspectives and concerns reflected in its development. They believe that tests should be selected or developed on the basis of an articulated theory of intelligence of relevance to the population to be served.

Chrisjohn & Lanigan's argument might also be relevant to the measurement of other aspects of development. When instruments for measuring developmental changes are selected, they might well be adapted and then tested for usefulness in a specific situation. The use of any intelligence tests in a preschool program is considered, at this time, to be both unnecessary and inappropriate. While change is expected to occur, the exact direction and nature of this change can not be pre-determined. Indian

philosophy conceives of human development as wholistic and circular rather than progressive and unilinear for it is the balanced individual that is of the utmost importance. Balance ensures that positive change in one dimension of development will not mean the loss of capacity in another. For Indian people struggling to create communities and families which are equally capable of satisfying the needs of elders and infants in a context of rapid socio-cultural change and ideological ambiguity, this focus on balanced personal development is critically important.

Language Issues

It would be quite incorrect to assume that, because native children live on the same reserve and share a common heritage, they will arrive in school with the same language abilities and needs. Whilst some generalization is possible, this can differ enormously when other factors such as cultural experiences and socio-economic backgrounds are taken into consideration. The dominant role-model for one child might have been a Cree-speaking Elder following a traditional lifestyle in a home on the reserve, whilst

another child's preschool years might have been spent in a city daycare as their Mother attended University. For others, parents might have provided a rich variety of experiences in Cree and English, both on and off the reserve. As in any society some children will have experienced care and attention from two parents, or single parents amply supported by extended families, whilst others will have known only neglect or abuse, as a single caregiver or two unsupported parents have struggled to survive in desperate circumstances. Factors such as these will inevitably affect language acquisition.

There are several areas within the child's learning environment which obviously influence language: the home, the neighbourhood, the media, and (eventually) the school. The child's perception of the status of language in each area, the relevant influence of each, and the need to communicate will influence the child's willingness to speak.

Robert Lado (1975) has identified four reasons why children learn a language: 1) they have the mental ability; 2) they are exposed to language in a meaningful situation; 3) they feel a strong motivation to communicate their needs; 4) they have reached a

level of physical growth sufficient to hear and produce language sounds.

A major body of research has addressed the problems which can arise from differences in verbal communication even in communities where a single language is spoken. Patterns of stress and intonation can develop which lead to differences in vocabulary, grammar, and pronunciation. In Alberta, standard English dialect is the variety of language normally used in print and therefore taught in schools. It is the socially-acceptable language in society. Saville-Troike (1982) describes this process of differentiating between various dialects as follows:

> the dialects of the upper class, educated speakers comes to be judged "standard" and used as the basis for written language, while dialects of less prestigious speakers comes to be considered "non-standard". (p. 17)

Research on this aspect of language has generated two major perspectives: "deficit" theory and "difference" theory.

The "deficit" theory suggests that the language of non-standard dialect speakers is defective. This is reflected in Basil Bernstein's theories which distinguished between a restricted and an elaborate language code (Bernstein, 1962). By implication, the

child who does not speak in the elaborate code is verbally deprived. Supporters of this theory view children who are non- standard dialect speakers as communicating in the restrictive code and the community from which they come might be viewed as consisting of noisy, unstable, unstimulating homes, with inadequate mothering and limited language stimulation (Bereiter & Englemann, 1966). This theory provides support to those educators who believe that the failure of children in the educational system is due to inadequacies in the children themselves and in their homes. An appropriate program response, would favour early intervention and compensatory remedial programs.

Those who support the "different" theory (Dwyer, 1976; Labov, 1970) suggest that there are differences in the use of language between dialects but there is no intellectual difference between the speakers. They view all dialects as a fully adequate means of communication. No dialect is substandard or primitive or inferior. Labov (1970) argued that non-standard speakers can and do express the same logical relationships with language as standard speakers. Purposeful communication in any dialect promotes intellectual stimulation, provided it is concept-rich

and action-related in the context of problem-solving tasks (Cazden,1981; Mattick,1981). Where parent/ caregiver and child are active participants in tasks of labeling, describing, comparing, classifying, and questioning, Carew (1981) found a strong relationship existed to intellectual development. In a program based on this theory, educators must completely accept and understand the child's culture and life experiences as well as language variety. Such a program would seek to extend and broaden the appropriate use of language (Dwyer, 1976).

Language attitudes are extremely important. Many researchers have focussed on the hearer's automatic evaluation and ranking of speakers on the basis of speech (Trudgill, 1975). This could negatively effect children speaking native dialects of English in school. The interaction between parent, child, teacher, and community will best be facilitated if each develops an understanding of the language of the other; only then can meaningful dialogue arise. As children realise that they have right to use their dialect, the challenge of learning the right words in reading and writing will add to the pleasure of their school experience (Toohey, 1977). Preschool programs need to

utilize the children's experiences by allowing them to share these events with people they know and love. All languages and dialects are equally capable of expressing logical thought. If the thought is there, it can be expressed (Labov, 1973).

If education is to be liberating for children and parents, it is essential that conversation between them be encouraged. If any child has not frequently engaged in adult/child conversation in their own language, such an exercise will be difficult and can lead to frustration for both teacher and child, especially when compounded by a large group situation. As one teacher noted, the difficulty experienced by many native children in taking turns speaking to a non-native teacher is like a game of catch which ends if one player cannot pick up and return the conversation ball (Philips, 1983).

A preschool program then, should encourage dialogue between adult and child in their home dialect, whilst sharing appropriate activities. It is useless to expect that ten or more children will participate in a conversation game in a school setting with a non-native teacher if a one-to-one question and answer

experience has not been an integral part of preschool experience.

First/Second Language

For many native communities the first/second language issue is of great importance. However, until recently it had been largely ignored by those who provided education for native children. There is growing evidence that second language acquisition proceeds in all respects like first language and that errors in syntax do not reflect native language interference but follow a normal developmental pattern in language acquisition (Spolsky, 1978).

Over the last fifteen years, research into language acquisition has revealed important information for program development.

a) Language emerges in sequence. After an initial period of babbling , a quiet period leads into the one word or holophrase phase. This vocabulary building time then progresses into two content words and telegraphic speech consisting mainly of nouns and verbs. Simple sentences including functional words such as articles and prepositions next appear until,

finally, a variety of sentences is in use (Liles, 1975).

b) Children acquire language very rapidly between the ages of eighteen months and forty two months (DiVesta, 1974).

c) Children must first hear language if they are to learn it, and interact in that language if they are to acquire it (Moskowitze, 1978).

d) To acquire language, children must want to try to understand what they hear and try to express themselves (Slobin, 1971).

e) Language must be practiced if it is to develop and revise internal grammar (Moskowitze, 1978).

f) Imitation plays a minor role in language acquisition.

g) At significant times in language development, the parent's speech takes on some special characteristics when speaking with the child. "Motheress" is the term used to describe a change in pitch and a slowing down in pace when the mother is interacting with her child. She uses gestures or concrete objects to focus the baby's attention on a single word so as to convey the meaning of her utterance prior to the two-word phase of language.

"Elaboration" describes how the parent expands and extends the child's speech. In an expansion, the parent imitates the child's utterance but does not reproduce it exactly; she adds to it (Dale, 1972).

h) Motivation appears to be the most important variable in early language acquisition (Dale, 1972).

Iris Santos-Rever (1984) suggests that, based on the above reasons, children will want to speak any language if the important people in their life speak it; if the important people in their life have a positive attitude towards it; if interesting activities are conducted in the language; and if the child experiences success in communicating in that language.

As communities control their own education, further research must assist native people to address second language issues. Alexander reserve has the difficult task of preserving its language when it has already been lost by the majority of its people. Presently the first language of the children is English, and, due to the urban location of the reserve and the need for transferability for the many transient students to schools in Edmonton and local provincial schools, the need has been to focus on English language use. However, if concern for the Cree

language grows and is expressed both at home and at school, it will be necessary to focus further investigation into Cree immersion programs and bilingual schooling.

Findings

Based on this review of the literature, it is apparent that preschool programs can facilitate children's early education and that parents should actively participate in the program. The program should emphasis parent/child dialogue that is concept-rich and action-related in the context of problem-solving tasks to promote intellectual stimulation. While change is expected to occur in the children, parents, and community, the exact direction, speed, or nature of this change can not be pre-determined. The program must therefore be flexible and incorporate within its design a mechanism for facilitating change during its operation.

Cross-cultural research stresses the need for increased awareness and understanding when different cultures are in close contact so the program must provide opportunities for parents and teachers to become familiar and comfortable sharing common concerns

and planning together for their children's education. Cultural considerations must also be considered in planning both the design and implementation of the program. If Cree language is desired, then opportunities should be incorporated into the program to enable both adults and children to be exposed to it. It should be spoken by important people in their lives and in a context which fosters a positive attitude towards it.

Based on the literature then, the components of a good preschool program should include:

- a positive focus on the cultural identity of the family in both its content and design;
- an emphasis on an early education program for all, not a remediation / stimulation program;
- dialogue between adult and child in their home dialect, whilst sharing appropriate activities;
- a variety of learning situations;
- activities for children designed to stimulate cognitive, emotional, and physical development;
- opportunities for parents to better understand child development and their role in fostering

maximum growth;

- opportunities for teachers and parents to become comfortable and familiar with each others differences and similarities;
- access to community support services for health care/referral, and assistance in economic and personal problems;
- enhance family life and enable parents to pursue their own aspirations;
- flexibility of design to meet changing needs;

Cross-cultural considerations are clearly important when planning any preschool program. They influence the design of the program and can be shared with parents and non-native teachers alike. When one attempts to understand the culture of another, inevitably relationships between the participants change to the mutual benefit of all those who are involved.

CHAPTER 4 PLANNING THE PROGRAM

In order to plan the preschool program for the Alexander community, the following information was collected, and then applied to developing the program goals and objectives. The principal features of the program were then determined. (Appendix 7)

Review of the literature
Observations from teachers at the Alexander school
Community information from teacher assistants
Goals and objectives

Review of the Literature

The following guidelines were developed from the literature review.

1. All infants and toddlers develop skills in essentially the same sequence but at different times, and in different ways depending on heritage and environment. Each child will develop individual skills at different rates.

2. Any preschool program developed should involve parents and children together, the sharing of experiences, and enhancement of the parents' confidence in their own ability.

3. Language and cognitive skills develop in a social environment and will be enhanced if dialogue between a familiar adult care-giver and child takes place in their home dialect while sharing appropriate activities. Early language skills are developed when language is listened to, modelled, and elaborated in a one-to-one situation. The parent or significant other plays a crucial role in providing language interaction which enables the child to structure the world, learn new skills, understand cause and effect, and explore alternatives.

4. Wholistic education must involve more than just the parent and child. It must encompass the total situation in which the child develops. It should involve the community so that services are accessible, familiar, and available to all if they are to function effectively for the good of the community.

5. Cross cultural considerations in the design of the program would ensure that parents feel comfortable participating in the program in a school setting and

gain a greater understanding of how to deal with teacher's and children's needs in school situations. Cree language use should be encouraged for both children and adults.

6. Program assessment materials should either be adapted or developed to meet the needs of the Alexander community.

7. The program must be flexibly designed to allow for change according to the evolving needs of the participants.

Observations from Teachers at the Alexander School

The following information was obtained from a brainstorming session with the teachers at the Alexander school. Its purpose was to obtain teachers' perceptions of the range of students' abilities and strengths. The findings were then organised into the following statements with the intention of incorporating them later into the program planning.

Classroom objectives are often met through an indirect approach. Children generally co-operate and help each other without being asked. They work better in small groups and do not like to be singled out to

"perform". A high percentage of individual children display the following consistent behaviours; shyness, moodiness, and demonstrate a resistance to new things with unpredictable, violent outbursts. Most of the children enjoy teasing each other and they expect their needs to be met immediately. They may point rather than ask when in the classroom, yet they are very self-sufficient elsewhere.

Many children are often frustrated by a seeming lack of balance, physical control, and co-ordination when participating in gross motor activities. They might have some difficulty remembering the order of events observed or heard when it is not in a cultural context, though very young children can memorize a dance or ceremony and repeat it exactly. They notice every visual aspect of a situation but may have difficulty identifying or describing positions in space.

Fine motor skills and hand-eye coordination are generally well-developed but, for many, the appropriate use of pencils, crayons, and scissors does not appear to be established.

Children entering kindergarten generally match and discriminate colors, shapes, and sizes with ease. They

do, however, generally experience difficulty attending auditorily, and new skills are often attempted after watching other children rather than being shown by a teacher. Vocabulary is for many children an obstacle to learning. Objects are invariably recognised and described by what they can do or when or where they were last seen or what they were used for, but the name or the name of the parts may not be known. Pictures are not necessarily scanned for information, focus often remains on one aspect of the picture to the seeming exclusion of the remainder.

Community Information from Teacher Assistants

When developing this preschool program, it was considered that family, cultural, and social influences ought to be considered together with the uniqueness of each child and their significant adult. Alexander is like all native communities in that its members care deeply for their children and want to be involved in the process of meeting their needs. This involvement acknowledges cultural, social, and individual standards and differences. The teacher assistants were asked to share their perceptions of the children when at home in

the community. Once again the findings were then organised into statements for program planning.

The Alexander children are part of extended families. They participate in all activities. For many, social rules of conduct traditionally include not making eye contact, not bringing attention to themselves, and not displaying what they know. Cooperation and group activities are expected and enjoyed among adults, and even though little planning appears to take place, everything still seems to get done. Because of social problems on the reserve, many parents find themselves in highly stressful situations necessitating time and energy being spent surviving crisis, whilst coping with, and meeting their own and their children's needs.

Cultural and child rearing practices for many on the reserve follow a pattern of self-determination and little is generally expected of a child under the age of seven. Because of this practice, children choose their own activities and directions, and though many shared activities might have taken place, these are not necessarily accompanied by language interaction, but rather by a child choosing to watch and then, when ready, choosing how or if to participate.

In any new cross-cultural situation it has been observed that Alexander children are quiet and stay close to other family members. They do not necessarily need or rely on an adult's presence, nor do they expect to be acknowledged. They do not appear to feel a need to attend to adult directions and look away appropriately from an adult's gaze. They wait to be asked rather than initiate and do not necessarily participate in adult activities or discussions yet quietly share the same physical space.

As the teacher assigned to develop the preschool program, further informal discussions took place with Elders and other community members throughout this period to obtain as much information on the children, as time would allow. Application of what is known about the children's backgrounds identifies more specifically the objectives necessary in a preschool environment, an environment which takes into account the cultural expectations and social patterns of the community, and which also meets the linguistic and developmental needs of the children.

The educational program at Alexander school acknowledges the contributions of the children's culture as being positive and supportive and any

preschool program should continue to build on this concept. It was believed that preschool materials and procedures could be found or adapted to meet the cultural and linguistic needs of the children and their parents. From my own experience of teaching the grade one class at Alexander for eighteen months, I believed that the children must, if they were to experience success in the school, enter it with a positive, inquiring attitude. Language skills, including vocabulary and communication techniques, were essential if children were to participate successfully in a large-group setting and use language for processing information, problem-solving, and discovery.

The children's coping skills are essentially socially influenced and need to be understood by parents and teachers if they are to be utilized appropriately throughout the school experience. Parents should be involved in their child's school experiences and this is more likely to continue if it begins in a non-threatening way in a preschool program. Since social problems impact on student learning, agencies that provide support services on the reserve must become involved in the preschool program. They will only do that when they have an investment in the

program. I believed that inter-agency rapport, understanding, and acceptance could be fostered through the incorporation of appropriate activities deliberately inserted into a preschool program.

If local language dialect and culture were to be incorporated into the program, and long term community development was to be enhanced, it was essential that community members be trained to staff the program. They could initiate contact with parents and children, plan and present programs, prepare materials, and co-ordinate between agencies both on and off the reserve. Before this was to be accomplished, though, the procedures used to train had to be designed around their needs and abilities. It was hoped that by becoming actively involved in planning and implementing a culturally relevant preschool program, their interest and enthusiasm for further knowledge would result in their becoming involved in more specialised training. Members of the community in this way might want to become qualified preschool teachers and child care workers, providing for future continuity in staffing and programming on the Alexander reserve. The spin-offs from parents who become aware of, and want to better understand, child development might also be felt

by other children in the future. As those children who have themselves benefited from adult help grow up, they will probably want to imitate in play the adult role with younger siblings. This could create a catalyst in growth and development.

Program Design

Specific program planning drew from a project nearing completion on the Pasqua Yaqui Reserve, Arizona, U.S.A. In October of 1983, at an Indian Educators Conference, the administration had attended a session on this project which had been funded under the United States Department of Education in the Fiscal Years 1981-1984. It was an "Environmentally-Based Demonstration Model" of an early intervention, infant stimulation program to identify and treat Pasqua Yaqui children with psycholinguistic delays. It had been developed and delivered by highly qualified and trained personnel. On preliminary examination of the limited information that had been acquired from a handout, it appeared that, although its philosophy and intent were very different from those proposed at Alexander, it did contain some very useful information in terms of the content and delivery. The members of the

administration who had attended the session were very impressed with the information. For one thing, the program appeared to involve native parents and children together, and in the extremely complicated situation in which three languages were involved (Yaqui and Spanish spoken in the home and community, with English the compulsory language of instruction in the schools) the program was believed to have successfully enabled language interaction to take place in a positive atmosphere .

Since this project had only been in operation for two years, there was a lack of written materials. It was decided that several school board members, the administration, and I should go down to Arizona in 1984 for an intense three day workshop arranged by the Pasqua Yaqui Tribal Council. This workshop provided extensive information on the project, as well as an opportunity to talk with members of the community and parents who had participated. Since children selected for the program had been identified as developmentally delayed, there was some reluctance on the part of many parents to participate in the project. It was, however, seen by some of the parents who had participated to have been extremely valuable in areas

such as informal transference of information, materials, and so forth. Benefits derived from the program were thought to have been passed to siblings and other children who had not been selected to participate. For the parents, the most successful aspect of the program was perceived to have been sharing activities with their children in the learning centers. This was a very structured situation in which the parent sat with their own child and shared a specific activity at a table. On completion, parent and child then moved to the next table to participate in a different activity. This was repeated at up to nine different centres and occupied approximately fifty minutes of the program. Parents expressed a heightened awareness of their own children's needs and they were enthusiastic about the "take home materials" they had made in the program. After the workshop, the director of the program, Mrs. Carol Loumeau, agreed to visit Alexander and conduct an evening community workshop for the band council, community, and school staff on the learning centers portion of the program, and also to share materials, and further information.

Since time was important the workshop was arranged very quickly, and in spite of the fact that many of the

materials used in the workshop reflected Pasqua Yaqui cultural identity, they were enthusiastically used by approximately thirty participants. It was decided that, with the permission of the Pasqua Yaqui Tribal Council, several aspects of the program could be incorporated into the planning of the Alexander preschool program.

Goals and Objectives

Initially, goals and objectives were loosely defined under short term priorities and long term goals in order to facilitate the initial design and implementation of the program. The documentation of the goals and objectives together with the principal features of the program presented here, were revised and rewritten in the second year of the program's delivery. This was done because funding agencies required evidence of change and the external researchers believed that the stated goals and objectives, together with the principal features of the program, could be linked to statistical evidence of change in outcomes. This was believed to be necessary if funding for the program was to be secured.

Short Range Goals

To plan and develop a preschool program which:

1. Reflects a positive approach to child development.
2. Is based on research and perceived community needs.
3. Is flexibly designed to change as the community becomes more aware of, and involved in, meeting their own needs, and as more trained community adults are in a position to define them.
4. Provides a structure reflecting the socio-economic reality.
5. Will constantly be revised by the community to better meet their changing needs.
6. Will have the active co-operation of all employment agencies on the reserve and will, therefore, reach and involve as many parents (guardians) of families of three-year-old children as possible.
7. Will ensure that every three-year-old child will have an adult interacting verbally in shared sensorimotor experiences to encourage language development.
8. Will foster adult awareness of the importance of books in a child's early development.

9. Will increase parents' physical involvement in the school and their active participation in their own child's education.

10. Will raise an awareness in parents for services and opportunities for themselves and the children in their community.

Long Range Objectives

1. That shortcomings in language development will not be a major cause of underachievement in the first two years of school.

2. That parents will be actively involved in the school to ensure the needs of their child are being served.

3. That the preschool program will be self-supportive with community members providing the program.

4. That parents will come to know they can make choices for their children, and realize that through cooperative effort, they can create change.

5. That parents and children will access library facilities on or off the reserve.

6. That some parents will pursue training in the area of child development.

CHAPTER 5 PRESCHOOL PROGRAM

Preparation for Implementation

Time was an important element since the school board wanted the program to be in operation by the fall of 1984. Specific planning for the program went ahead in the following areas; 1) budget, 2) staff, 3) facility, 4) schedules, 5) design and content, and 6) materials.

Budget

The DIAND does not recognise the special needs of Native preschool children and in spite of repeated attempts to secure funding for the program, none were forthcoming. As the school board felt that such a program was a priority if they were to develop students potential, it was decided to go ahead with the program under the following guidelines:

a) a member of the school teaching staff would be released to develop, co-ordinate, and deliver the program with the school absorbing the salary;

b) a community member would be hired on staff to train as a community liaison worker, funding to be

arranged through the SSTEP (Social Services Training and Education Program);

c) a basement area in the old two room school building would be cleaned up and reorganised at minimum cost by program staff and community volunteers;

d) program materials would, wherever possible, be donated from community or local resources or borrowed from the school.

The largest single purchase was for a typewriter on which information sheets, assessment, and program materials could be made. A further necessity was a telephone extension from the main floor into the basement office.

An extensive search for funding was to be undertaken by the administration to continue the program beyond the first year.

Staff

Since close ties with the community were essential, and as I was neither native nor living in the community, the focus of staffing was to hire a "Community Liaison Worker" who was a member of the community and who was willing to visit homes and act on behalf of the program.

I was to act as the "Co-ordinator / Director", and be responsible to the school administration for developing and implementing the program to meet the stated objectives until such time as a member of the community was ready to direct it. The program was to be designed in such a way that it would not depend on a high level of expertise to operate successfully. It was to be planned in such a way that as soon as it was working effectively, it could be directed by a community member with suitable support from education and other agencies on the reserve. The position entailed working closely with the community liaison worker, the community, agencies on the reserve, and the school.

The community liaison worker, was expected to have an interest in working as a team member to provide a home school program for parents and preschool children on the reserve. She was to be responsible for assisting the co-ordinator of the Kipohtakaw Child Development Centre in the gathering and distribution of program information. She was also to be responsible for establishing contacts with parents and elders, for facilitating introductions to social agencies and for participating in all aspects of program delivery. It

was hoped that the person hired would have good relationships with all families on the reserve and would be willing to make home-visits. Some typing skills were desirable.

It was expected that two students who were working on the reserve for the Government sponsored KATIMAVIK program would be available for two hours twice a week to assist in program delivery in the Fall.

Facility

The centre-based component was to be located in one half of the basement of the old two roomed school building and was to become known as the Kipohtakaw Child-Development Centre. Previously, this had been used as an upholstery shop and a storage area but it had recently been upgraded and divided into three rooms; 1) a temporary classroom for children with special needs, 2) a small study room, and 3) a large winter indoor playroom. The classroom was vacant at the time and ideal for a parent meeting room. One large table and ten chairs were found and the furnishing completed by the addition of three bookcases, an old chesterfield, curtains, a rug, and a coffee trolley.

The study room was small but convenient for use as a staff office and storage area for program materials. Unused shelving was donated together with a desk chair and small table. The large room was to continue to be used as a playroom except on program days when it was to become the parent/child interaction area and set up with learning centres. Seven old, lightweight tables were found. These were lowered by cutting down the legs, and together with fourteen discarded infant chairs, were made suitable for use after sanding and painting. Two mats, two benches, and a climbing apparatus were kept permanently in the room and were available for program use. The other side of the basement housed the furnace room, a maintainance room, and a kitchen used by the school but available for limited program use.

Schedules

The pilot program was to begin with a four week initial preparation and evaluation period, during which the liaison worker was hired and the facility prepared. Current band lists were used to identify those parents on the reserve who had 3 year old children in their care. Contacts were made to arrange for the staff to

visit the families in their homes. They were to explain the proposed program, meet the children, and gather any relevant information on achieving program delivery. Staff and administration also met with the Chief and Council to formally ask for support for the program. It was agreed that if the parent or guardian of a child eligible to enter the program was employed by the band, they would be released from work to participate in the program. This was perceived by the community as Chief and Council giving priority to preschool education and gave the program a high profile. More importantly it effectively enabled every child to participate with an adult.

As the home visits were made, it became apparent, that for the program to be successful, it should require only short periods of parental commitment to participate. This reflected the very rapid changes in circumstances which affected many of the young families and resulted in frequent changes of accommodation, both within locations on the reserve and to the adjoining town and cities. It was considered essential that this program develop in such a way as to meet local community needs. Such needs are never static and a continual dialogue with the parents about their needs,

the program content, and so forth, was to be an integral part of the process of program development and evaluation. This ecological approach to evaluation has become more widely used in early childhood program evaluation in the past ten years (Bronfenbrenner, 1976).

Design and Content

Home visits were to take place in a four week period prior to the first session. Parents were to be interviewed to obtain general family information (Appendix 3) and the Minnesota Child Development Inventory would be started. As the liaison worker interviewed the parent, the program director had a box of activities and materials to engage the child in play and to gather information on the child's pre-academic skills (Appendix 3). This informal assessment was for in-school program planning.

The in-school portion of the program was to be offered twice a week for two hours. Parents could choose which session to attend depending on changing commitments. Once a week parents were to go to the Child Development Centre to participate in activities with their children, to make toys, to discuss their

concerns, and to learn more about child development and parenting skills.

Parents were informed that the program was to be offered in three, seven-week phases but for their initial commitment they were to give two hours a week for seven weeks in their child's program. At the end of that phase they would be given the opportunity to review their commitment. It was believed that, by this point, parents and children would be enjoying the program and feeling its value, and would want to continue to the next phase.

Each phase of the centre-based component was to be followed by a two week home-based component during which the program director and the community liaison worker were to visit the parents in their homes to re-plan the program if necessary, to give any assistance needed which would enable the parents to continue in the next phase, to do a formative evaluation of the program, and to assess the children's progress informally.

Schedule

4 weeks preparation

2 weeks home visits

7 weeks in school - late Fall

2 weeks home visits

7 weeks in school - Winter

2 weeks home visits

7 weeks in school - Spring

The program was to be known as the Kipohtakaw Child Development Program.(KCDP) The two hour weekly in-school session was to be divided into (1) parent and child together activities, then (2) separate activities for each.

In the first half of the school program the parents and children would share activities at specially designed centres set out in the large playroom. Small screens were set on the tables to provide a sense of privacy, and the tables were placed so that as far as possible no seating was directly visible to the other participants when they were at a centre. This was designed to provide a secure, safe situation for each parent so they could focus attention on their own child without being distracted by other

participants or feeling that others were observing them.

The centres were organised around a weekly theme which was chosen after informal discussions had taken place with community members to identify topics which they believed would be within the experience of the parents. This was essential to enable parents to feel comfortable with the activities and confident that they were capable and knowledgable when interacting with their own child.

The activities were designed to foster and enhance the children's development in the areas of language, perceptual/cognitive (ordering; sequencing; matching; differences), health/safety, creative/aesthetic, sensory discrimination, fine motor, gross motor, nutrition awareness and social/emotional. A typical centre-based session was to begin with the parent and child being greeted by the centre staff and the parent collecting a one-page outline of the activities. This outline became the parent's checklist, and the questions on it were designed to assist them in focussing on the specific behaviours and attitudes shown by their children during the activities. This was to be an evaluation record of the activities, and

in the latter part of the session, the parent could raise questions and make comments on the activities. In this way, staff would have valuable information for program development (see Appendix 4 for a sample evaluation page).

Each centre consisted of a physical area for the parent/ guardian and child to share. Sometimes the activity was to be set up on a table with two chairs side by side or in such a way that the activity occupied a clearly defined floor space when seating was on mat or cushions. To help the mother focus the child on the activity, the instructions, which consisted of a one page description outlining the procedure for the parent and the possible response by the child, was attached to the centre together with the materials necessary to complete the activity (see Appendix 4 for sample activity page). These activity pages were designed to provide sufficient structure and suggestions to enable the parents to feel comfortable when using language in dialogue with their children. At the same time, it also provided them with the opportunity to further develop, refine, and practice teaching/parenting skills.

Some of the activities required specific guidance to assist the parent in directing the child's activity so as to achieve a desired outcome. For example, a short story was read by the parent after randomly placing cards on the table depicting the story. As the parent identified a place, a character, or an action in the story , the child was requested to pick up the appropriate cards and keep them in order. At the end of the story the child was invited by the parent to re-tell the story using the cards for memory and sequence. Other activities were "open ended" with the parent being required to follow the child's lead, verbalizing any actions the child made and answering questions or requests. For example, two small dishes, one containing red paint the other blue, were on the table together with a small bowl with sponge, stick, brush,straw, and string. Sheets of paper in various sizes were set out for the child to use.

As the activities were completed the centres were to be dismantled. The transition period was to be accommodated by a book selection time for the children and adults. They would make choices from a small collection of books donated by the school library, school staff, and health unit. The children could

borrow two library books per week to take home. This addition of a lending library of books, magazines, and other reading materials suitable for children and parents, would increase children's and parents' access to books. Parental modelling of reading behaviours are considered very important in the development of beginning reading skills (Butler and Clay, 1979).

A period of movement activities, under the guidance of the program director and designed to promote the development of the children's gross motor skills was to follow. This activity period was to lead into a brief circle time for the children and parents and would include songs, finger-plays, and other language activities.

After circle time, the children were to have a half-hour of self-selected playtime in the large room under the supervision of two helpers from the Katimavik program. This would initially include: play house with dressup box, water table, sand table, brick corner, library corner, writing/painting area, gross motor play area with climbing apparatus, mats, and benches. When the children were comfortably playing, the parents would move into the parent room for coffee and informal discussion while making an activity to take home for

the child to use during the week (see Appendix 4 for a sample take home activity). Following a brief clean-up time, the weekly session would conclude with a storytime for the children and parents. The end of the session was to coincide with the end of school so that older children could be collected. Permission had been given for any participants who wished to go home on the school bus to do so.

Materials

a) Materials for Play

Play materials were gathered from a variety of sources. Local businesses and builders yards were informed of the program and donations of "junk materials" were readily offered. Offcuts of wood were sanded and made into building blocks; foam was cut into lightweight blocks, and chippings from many materials provided for an endless variety of activities. Fabrics were made into dress-up clothes, curtains, and doll's bedding, scraps were stored for use as program materials. Advertisements in local shops drew an excellent response for unwanted playhouse equipment including a kitchen set, crib, several dolls, trikes, sit-on toys, and stuffed animals. Many extra

materials were acquired during the summer holidays as staff frequented garage sales in the surrounding communities. A sand table was found in a storage shed, cleaned, and filled with donated sand. A baby's bath was used for water play and plastic bottles and containers were collected by the parents. Two painting easels were in storage in the school and were available for use. Teachers in the school were very generous throughout the program, sharing materials when these were needed. All expendable materials, (paper, pencils, paints, office supplies, etc.) were school supplies and were shared with the program.

b) Materials for the Identification of Children.

The Band maintained a list of all its members, and permission was obtained from the band administration to access the list for the purpose of identifying children who were eligible for the program.

c) Materials for compiling Family Information.

Forms were developed for this purpose and were kept as brief as possible so they could easily be completed at the initial home-visit (Appendix 3).

d) Assessment materials for program delivery.

The Minnesota Child Development Inventory (Parent Interview) was to be completed by the parent/guardian with the community liaison worker at the second home visit.

Academic skill record form. This was a check list made to record the completion of the activities presented to the child by the program director, during the second home visit (Appendix 3).

Denver Developmental Screening Test. These records were available at the health unit.

Parent evaluation sheets (Appendix 4).

e) Program planning sheets for first phase of program delivery.

This seven week outline was a master sheet on which could be recorded all the activities to be made available in the program (Appendix 4).

Centre activity sheets. These were to be placed at each centre with information to help the parent feel comfortable working with the child (Appendix 4).

CHAPTER 6 PROGRAM OPERATION 1984-1985 and 1985-1986

ENROLLMENT 1984-85

Eighteen children were identified from the band list as being three-years-of-age by February 28th. 1985 and living on the reserve. After the information meeting a further four children who were resident on the reserve were enrolled by guardians.

PARENT CONTACT

To begin with and due to the informality of the information network on the reserve, some frustration and difficulty were encountered in making contact with the parents. Only a small percentage of homes had telephones; no newspaper or information bulletin served the community; a large percentage of children were "camping out" or visiting in other homes. Eventually, all of the eighteen parents/caregivers were visited in a variety of settings during the month of September when introductions were made. All the parents identified in the first year of the program were in the twenty or thirty year age group, and had received their education in the Provincial schools. The program was explained to them, and information about the community

meeting, which had been set for October 17th, was also given. Valuable informal information was gathered and a date and time set for the first home session.

Though all parents expressed some interest in the program, three concerns were raised. These were:

(i) transportation

(ii) babysitting for younger children

(iii) uncertainty about ability to make a long-term commitment

INFORMATION MEETING

Personal invitations to attend the meetings were given to the Elders, Chief, council, and parents. Staff of social services, human resources, health unit, and education were also invited and posters were placed in all public buildings on the reserve extending an open invitation to attend to the community at large. A snow storm on October the 17th significantly reduced attendance at the meeting. However, twenty nine community members were present and, after an information session outlining the purpose of the program, all participated in a workshop of centre activities. The atmosphere was relaxed and optimistic. All appeared to thoroughly enjoy role-playing parent/child interactions at the centres.

Prior to the home sessions, liaison work began with the health unit to gather background information on the children. The Denver Developmental test had been administered to all Alexander children in the baby clinic. The health unit nurse, who had served the community for many years, and had monitored all the children born into the reserve, stated that the majority of two year old children performed within the normal range in all areas of development. A deviation from this norm, however, appeared to her to be evident in language development when five-year-old children were screened. Marked delays in this area had been consistently recorded. She also pointed out that only a very small number of handicapped children remained on the reserve. At the time, only two were identified.

HOME SESSION 1

Parents appeared to have been looking forward to the home visit, which took place in a very informal and relaxed manner. Fifteen parents completed a Minnesota Child Development Inventory with the Community Liaison Worker. The results of these later confirmed the Denver results that the majority of the children scored in the normal range in all areas of development (Fig.i).

MINNESOTA CHILD DEVELOPMENT INVENTORY

1984	Normal Development	Delay
General Development	13	1
Gross Motor	14	1
Fine Motor	14	1
Expressive Language	12	3
Comp. Conceptual	13	2
Situation Comp.	15	0
Self Help	12	3
Personal/Social	12	3

(Fig.i)

In the play session with the co-ordinator, all of the children were initially interested in taking play materials from a box. After initial free exploration with each, open and closed activities were introduced. Some children enjoyed playing with all of the materials and activities, but many lost interest after the first two or three and were content with a brief inspection of the remainder (Fig.ii).

PRE-ACADEMIC SKILLS

1984	Activity	Complete	Incomplete
1	Sorting	10	3
2	Matching	10	3
3	Number (One/Many)	7	6
4	Number Action	4	9
5	Correspondence 1-1	8	5
6	Discrimination	6	7
7	Tactile Discr. —	7	6
8	Spacial Ident.	7	6
9	Spacial Immit.	8	5
10	Relative Posits.	4	9

(Fig.ii)

Some adjustments were made so that visits did not coincide with popular television programs when it was found to be difficult to keep the child's attention.

SCHOOL PROGRAM PHASE 1

A survey indicated that Tuesday and Thursday afternoons were best for parents. The school minibus was made available for any parents to get to school and, at the end of the session, permission was given for all participants to use the school bus. Classes were to begin October 24th and run until December 13th, 1984.

PROGRAM OUTLINE (Appendix 4)

CLASS SCHEDULE

1:00 - 1:45pm. Parent Child Centres.

1:45 - 2:00pm. Library.

2:00 - 2:15pm. Movement. (The movement time was abandoned after two sessions as it was found to be very difficult to incorporate in the given time and space.)

2:15 - 2:45pm. Children play centres.
Parent coffee, discussion/film.

Take home activity.

2:45 - 3:00pm. Clean up/ story time.

Throughout the first term, from the twenty-two children enrolled, the average attendance was thirteen. For a variety of reasons, five children did not attend at all. Nevertheless, it was felt by staff that attendance was extremely good.

After the first session both the parents and children appeared to be more confident as they moved through the centres. As far as possible the centres were positioned in the same physical space each week, although the activity itself changed. At this time, both myself and the community liaison worker were available to help the children and parents, but after the initial greetings we circulated as unobtrusively as possible giving the miminum of assistance when necessary.

At first when the room was rearranged for free play, many of the children were reluctant for the parents to leave, and they chose to go with the parents. Gradually, they spent less and less time in the parent room and by the third session, with only an odd exception, all the children were comfortable playing. Two students helped me with the children in

the playroom, and at this time the Elder Kukum Jean visited every session and circulated to speak informally with the children in Cree. Kukum then joined the parents for coffee and gave support and encouragement for their involvement. This provided an extremely relaxed and positive situation with Elder, parents, and community liaison worker sharing ideas and talking as they worked on making the take-home activities.

HOME SESSION 2

All parent/guardians who had participated in the first phase, were visited in January, 1985, to obtain feedback as to how the program could be improved. In this way it was discovered, for example, what topics they wished to discuss during parent-time, what they thought of the learning centre activities, how the take-home materials could be improved, what the children's responses were to the borrowed library books and so forth. (Appendix 3)

The parents reported being generally pleased with the program and commented that they appreciated the Elder dropping in and having their children hear Cree spoken in school. All reported that they were reading

to their children at home, that the attention spans of their children had increased and that they had learned more about child development and their own child. The comment made most frequently with both amazement and pride was on their own childs' ability to successfully complete centre activities. " I never knew s/he could do all them things."

Parents' suggestions for improving the program included the addition of a regular snack for the children, more toys and books which could be borrowed for home-use, and the introduction of field trips.

It was decided that time for eating a snack would be incorporated into the next session. However, the snack would have to be provided by the parents until funding could be arranged. Ideally, a Toy-Lending Library should also be established as this would meet the need for more toys and materials that could be borrowed and used at home. However, until funding could be obtained, this would not be possible. All recognized the importance of a field-trip component. From parent reports, it was estimated that approximately 60% of the children did not leave the reserve at all during the winter months and special events of this kind, organized as part of the

centre-based program, would provide experiences for enlarging the children's experiential background. Such activities were considered not only desirable but necessary for cognitive and language development. Staff hoped that field trips could be incorporated into the program the following year should funding become available.

STAFF CHANGE

The Community Liaison Worker decided to begin a period of post-secondary study leading to teacher qualification. Her experience in the program had rekindled her desire to teach and she was able to enter a pre-professional course which was due to begin at the Yellowhead Tribal Council Centre in Spruce Grove, January, 1985. Advertisements to replace her drew a good response and a parent participant was hired for the vacant position.

SCHOOL PROGRAM PHASE 2

Classes were to begin February 5th and run until March 22nd.

PROGRAM OUTLINE (Appendix 4)

CLASS SCHEDULE

1:00 - 1:45pm. Parent Child Centres

1:45 - 2:00pm. Library

2:00 - 2:10pm. Snack

2:10 - 2:45pm. Children play centres
Parent coffee, discussion/film
Take home activity

2:45 - 3:00pm. Clean up/ story time

Throughout the second term the average attendance was again thirteen children plus their accompanying parent/guardian. Four of the participants had left the reserve during the Christmas period, reducing the enrollment for the second phase to eighteen. In spite of some very bad weather in February, once again it was felt that support and attendance were good. The parents and children appeared comfortable with the structure of the centres, there had however been suggestions made to the liaison worker during parent time, that the children would now enjoy extended free play time and parents indicated that they would like to spend some time in the playroom. It was decided to pursue this idea with each of the parents at the next home visit.

INTER-AGENCY COOPERATION

Steps were taken to develop closer contact with other agencies on the reserve. Information on the program was regularly given both personally and by telephone to social services, education administration, school counsellor, and health unit personnel. Informal visits to the program by all of the above were actively encouraged and, during the second session, visitors "dropped in" on a regular basis to chat with parents and provide information and assistance informally. As a result of these visits, it was suggested by social services that they would be willing to offer the parents/guardians, a series of programs based on selections from their "Family Life Improvement Program". Some of the community were already familiar with the program as it had previously been offered for foster parents on the reserve early in 1984.

Meetings took place with the centre staff, the parents, the education board, and the staff at social services to pursue this idea. It was suggested that the last phase of school programs could be in a different format. Parents could perhaps attend a workshop organised and conducted by social services in the parent room at the centre whilst the children would

be in the adjoining room sharing play activities with the centre staff. All the parents would be asked during the third home visit to consider the idea and, if acceptable, offer suggestions concerning the the structure of the sessions, and the selection of the topics for the workshop.

HOME SESSION 3

All of the eighteen parents/guardians were visited and informally presented with the idea for the next session. The response was enthusiastic, especially for the children to have the extended play-time at the centre. Many parents wanted a session to be offered in the evening so that other family members could participate. This option also provided flexibility for those parent/guardians who wanted to spend time in the play-room with the children in the afternoon, then attend an evening workshop. The parents were asked to consider topics for the workshop and a program was then planned with staff from social services. (Appendix 5)

SCHOOL PROGRAM PHASE 3

Classes were to begin April 23rd and end May 30th. They were to be once a week on a Tuesday

afternoon and an extra session was to be offered on Thursday evenings.

TUESDAY CLASS SCHEDULE CHILDREN

1:00 - 2:00pm Play Centres

2:00 - 2:15pm. Snack

2:15 - 2:45pm. P.E./ movement / music activities

2:45 - 3:00pm. Story time

Attendance at the Tuesday afternoon session averaged ten children and six adults. Several babies and toddlers also attended on occasions. The Thursday evening session attendance fluctuated between twelve adults and one, with an average of six participants. Several parent/guardians reported that once firefighting started it was extremely difficult to participate in any activities, as adults would leave and return to the reserve without warning. Those who did attend the sessions were very enthusiastic and many expressed regret that they could not attend them all.

PROGRAM OPERATION 1985-86

FUNDING

None had been acquired. The DIAND and the Clifford E. Lee Foundation had turned down requests for funds. It was decided to continue the program and renew efforts to obtain funds.

Based on parent feedback, the school administration agreed to move preschool and lower primary books from the library in the main building to the large basement playroom in the old building. There they would be more readily accessible, not only to the program for three-year-old children but also to the kindergarten and grade one children in the upstairs classrooms. This provided a good selection of books for the children. The school librarian also established a special section there with books of particular interest and information for parents.

STAFF CHANGE

The Community Liaison Worker (hired the previous December) resigned. She had decided to enter an academic upgrading program to be offered on the reserve in September which would lead to completing her grade

twelve diploma. Her experience in the program had convinced her that she wanted to become a social worker for the community and she aimed to begin her training at the Yellowhead Tribal Council, Spruce Grove in 1986.

As program materials were basically in place, academic skills were not a priority required of any replacement worker to be hired. The need was, above all else, for stability and continuity for the program. At this time too, we were concerned that we would not have the Elder who had consistently attended the school phases of the program, for a second year, due to her ill-health. We decided to try to attract an older person for the vacant position, one who was respected in the community and willing and able to speak in both Cree and English. A Kukum (Grandmother) from the community agreed to fill the vacancy.

ENROLLMENT 1985-86

Once again, the Band Council assisted in identifying twenty-four children from the band list as being three years of age by February 28th, 1986 and living on the reserve. Only two of these children were from families who had been involved in the first year of the program with older siblings.

PARENT CONTACT

Contacting parents was significantly easier than the first year as the informal information network had provided more than adequate program information to eligible families. Twenty-four children were identified from the band list and over half of these had already contacted the centre by early September requesting enrollmenent. The Kukum proved to be an invaluable liaison. Her understanding of the reserve and her status there made her welcome in all of the homes. Furthermore, her ability to speak Cree added to the communication of the program's intent. Family elders felt very comfortable when asking questions of her and then were supportive of their family's participation.

HOME VISIT 1

All parents were visited during September. Four children were not enrolled in the program. Once again the results of the Denver screening test administered by the health unit revealed no significant delays. Eighteen parents completed a Minnesota Child Development Inventory. The results confirmed the Denver findings. All children were in the low-normal range in all areas of development. None of the parents felt it

was necessary to hold an information meeting as they believed they were already familiar with the program from family contacts. Two of the parents who were in the thirty to forty-five year age range and had received their education in the Residential schools were really excited that they were going to participate in the program.

INTER AGENCY COOPERATION

Contacts were made with various groups on the reserve with the intention of meeting once a month to share program information and to encourage co-operation. Social services, education administration, school counsellor, medical services, and child-development staff all participated and formed an active group. The school counsellor undertook to disseminate information to the community by means of a monthly bulletin (Appendix 6). Informational materials for parents were distributed through the inter-agency and cooperation increased significantly.

SCHOOL PROGRAM PHASE 1

A survey again indicated that Tuesday and Thursday afternoons were best for parents. The school minibus was made available for any parents to get to school

and, at the end of the session, once again permission was given for the participants to use the school bus. Classes were to begin October 15th and run until December 12th.

PROGRAM OUTLINE

The themes were repeated from the first year with minor modifications for the seasonal activities. (Appendix 4)

CLASS SCHEDULE

The same schedule as the first year was followed. (Appendix 4)

Eighteen children and seventeen adults attended the first week. Throughout the first term the average attendance was sixteen children plus their accompanying adults from a possible twenty. Four fathers, two Kukums (grandmothers), and one Mussum (grandfather) became regular participants in the program.

Soon after the first session both the parent/guardians and children appeared to be confident as they moved through the centres and shared the familiar organization.

In this second year of program operation, even in the first sessions, there was a noticable difference in

the level of discussion in the parent sessions. There was a wider age range of parents attending the program fathers, auntys, grandfathers, and grandmothers were all involved in making take-home activities. By the third week of the first session, the Kukum liaison worker reported that they were all having "such a good time". On my occasional visits into the parent room with a child, there was a noticable increase in the level of activity, discussion, and laughter in the room. There was also a noticable increase in the number of family members who visited at that time to join in the discussions and drink coffee!

The children in the play session with only one or two exceptions, appeared to be comfortable leaving the parents from the outset and seldom wanted to visit them until the end of the session.

HOME SESSION 2

All parent participants were visited in January, 1986. Feedback confirmed that they were pleased with the program. Positive comments were received concerning the children's obvious pleasure in learning and an increase in reading activity at home. Knowledge about child development and an increasing feeling of

confidence when interacting with their own child were also expressed. Once again, parents' suggestions for improving the program were that toys should be available to borrow for home-use. However, this was still impossible. Support was reiterated for field trips and it was agreed that in spite of the lack of funding, parents would consider ways to incorporate these into the third part of the program. All the agencies on the reserve agreed to explore low-cost trips for the program participants.

A drop-in centre was also suggested. This idea was well received by the inter-agency as a possible outlet for the frustrations which lead to family violence, particularly during the winter months when long periods are spent indoors. The education board agreed that the parent room should function as a drop-in centre for parents and children. They further agreed to its use as a crisis centre for social services. Without funding, staffing of the facility could be a problem but centre staff would, whenever possible, be available or would accept responsibility for finding help.

SCHOOL PROGRAM PHASE 2

Classes were to begin February 15th and run until April 7th

PROGRAM OUTLINE Repeat of 1985

CLASS SCHEDULE Repeat of phase 2.

Throughout the second term the average attendance was thirteen children plus their accompanying adults. Two participants left the reserve during the Christmas period, leaving an enrollment of eighteen. Once again, it was felt that support and attendance were good.

DROP-IN CENTRE Support for the centre continued to be expressed by parents and inter-agency personnel. All agreed that it was important to have it available, however, it was seldom used.

HOME SESSION 3

All of the eighteen parent/guardians were visited and informally presented with the possibilities for the next session. The response was enthusiastic for the idea of field trips. Little interest was expressed by parents to have a separate program either in the afternoon or the evening. Most felt that the

children's program should be offered with parents free to stay and participate or leave. The idea of the children having an orientation week with the playschool teacher was suggested. Parents surveyed liked the idea and this was further explored. Parents were also surveyed about the drop in centre. Transportation was repeatedly given as the reason for not using the facility but a sense of security in knowing that it was available was expressed.

SCHOOL PROGRAM PHASE 3

TUESDAY CLASS SCHEDULE

The unstructured play program was offered for six weeks. During two of the sessions, I had extra assistance with the children from four high school students while transportation was provided for an "adults only" outing with Kukum to St. Albert. On the first outing, special concessions were secured at a hairdressing salon for parents to have their hair washed and styled followed by a leisurely coffee treat. The second outing was for a free cosmetic makeover for those who wanted to participate while other adults could shop or visit at the mall. These outings were

well attended and very much enjoyed by all. The children and parent/guardians went on three field trips together. These excursions were: 1) to Morinville for a story time session at the library followed by a tour of the ambulance depot; 2) a visit to West Edmonton Mall; 3) a trip to a Pizza party at a restaurant in Edmonton combined with a tour of the kitchens and a playtime in a playground in a city park.

During the final week, the children were collected daily from their homes by the school bus and taken for a regular play-school experience in the classroom, where they were supervised by the staff member assigned to be their teacher the following year. Centre staff went on the bus to assist in this transition to full independence and all eighteen of the children who had enrolled in the program attended this very successful orientation.

1986-87

The program was delivered by the Native teacher who, because of budget restraints, was also to teach the play-school program (K 4) which was offered four afternoons a week in the school. The community liaison worker remained and was also hired as teacher aide in

the play school program. Time for home visits was restricted and these became simply introductory home visits held in September. Enrollment was 22 children and parents. The drop-in centre was closed as the space was needed for school programs. The parent activity discussion portion of the program was curtailed. In short, many aspects of the program were discontinued.

1987-88

The location of the program was moved to a small classroom in the main school building. Thirteen children and parents were enrolled. Only the parent/child portion of the overall program was offered.

1988-89

The teacher providing the in-school portion of the program had leave for a year and the community liaison worker provided the program with the assistance of a new non-native K4 teacher until ill-health prevented her from continuing early in 1989.

CHAPTER 7 - PROGRAM OUTCOMES

Outcomes of the Program in Meeting Short Range Goals

1. The program was intended to reflect a positive approach to child development.

The program was initiated as a preschool program for all the children of Alexander in a specific age group. No attempt was made to target or differentiate between high risk and other children, nor was there any emphasis on intervention, deficits, or lack of skills. Parents were assisted to come to know and encourage their own child's abilities while accepting differences in both abilities and needs of all the children in the community. Emphasis was on the support and education of parents and opportunities were created which enabled them to become aware of, and actively involved in, their own child's progress in all areas of development.

2. The program would be based on research and perceived community needs.

A positive attempt was made to develop a program which combined the most up-to-date information from research with current information from the school and

community. This approach ensured that program planning was not a package imposed from outside but was concerned primarily with growing from within to meet the community needs. As such, it led to the development of a unique structure which remained flexible in its implementation and was realistic in termsm of parents' time commitments. Two hours a week for an initial seven week period was the requested commitment. After that time, based on parental/child needs, the program could be extended or adapted. By building in this flexibility, it ensured that the program was viable for all community members and would not, over a period of time, become "just another program" but would be "their program."

3 The program would be flexibly designed and change as the community became more aware of and involved in meeting their own needs and as more trained community adults are in a position to define them.

The program underwent several changes to meet the community's needs. The job-description of the community liaison worker was changed when the need for stability and greater accessibility became apparent. This resulted in a Kukum becoming the community

liaison worker and she facilitated a greater understanding and involvement of the elders in the program. Parents felt that by the spring they needed to have some time for themselves while ensuring the safety and well-being of their children. Two outings were arranged for parents and play sessions for the children were organised. The change to a daily program for one week in the spring session was in response to parents' concerns for a smooth transition for the children to the playschool (K.4) program.

4 The program would provide a structure reflecting the socio-economic reality.

The program period of seven weeks was realistic in view of the rapid changes and the transient nature of many of the young families on the reserve. The seasonal changes experienced by the workers of the reserve (e.g. fire-fighting season) were acknowledged. Since problems with transportation for many families on the reserve was a major concern, the provision of the school van for collection of participants, and the use of the school bus for their return home, enabled many families to access the program. No fees were charged for any part of the program.

5 The program will constantly be open to revision by the community to better meet their changing needs.

Informal home visits three times a year enabled families to indicate changing needs and ensure that the program was, as far as possible, meeting those needs. The development of a comfortable rapport between families and the Cree-speaking liaison worker further facilitated change as needs were openly expressed. Parents became confident that their concerns were important and would be addressed whenever possible This added to the optimism and enthusiasm for the program.

6 The program will have the active co-operation of all employment agencies on the reserve and would, therefore, reach and involve as many parents (guardians) of families of three-year-old children as possible.

By actively seeking the support of the Chief and council from the outset, a high profile for the program was established. This resulted in the release of all working parents who wanted to participate without loss of income. Furthermore, co-operation in accessing band lists when identifying families with three-year-old

children ensured that all families were involved and the informal information network on the reserve was accessed. Assistance was also given by social services to identify adopted and fostered children living on the reserve so that they too were included.

7 The program would ensure that every three-year-old child would have an adult interacting verbally in shared sensorimotor experiences thereby encouraging language development.

Fathers of several of the children wanted to participate and were encouraged to attended. In some cases while a parent was at home with younger children, grandparents attended. Where two or more children from one family participated (e.g. with twins or foster children), then close family members were also eligible for work release. The ongoing co-operation of the school administration ensured that, where there was a temporary problem for an adult to work with their own child, an older sibling or close relative was given permission to attend the session by being released from school classes.

8 The program would foster adult awareness of the importance of books in a child's early development.

The willingness of the librarian to provide a parent library resource for the program enabled many parents to access books for themselves and they became valuable role models for their children. The extended library service encouraged parents to take two books per week for their preschool child which resulted in growing parental awareness of the enjoyment of books and stories for very young children.

9 The program would increase parents' physical involvement in the school and their active participation in their own child's education.

After the first school session, parents became very comfortable and relaxed in the school setting. They appeared to enjoy participating in the centre activities and as awareness grew, they expressed both pride and pleasure in the abilities of their children. There was mounting interest in the future needs of their children and the request was made to visit the kindergarten to find out more about the program being offered there. This was arranged as part of the parent session.

10. The program would raise an awareness in parents for services and opportunities for themselves and their children in the community.

The presenters of the social services' family-life program reported an increased openness in parents when it came to discussing and acknowledging many of the social issues affecting the reserve. A steady increase over the last five years in the number of adults seeking help from the many support agencies active on the reserve was also reported. Parents initiated the development of a Drop-In / Crisis centre in response to the need for a safe place to take their children when the long Winter months led to tension in the home Although this was seldom used, it did appear to be valued by the community. The health unit reported an excellent response from parents for vaccinations and visits to baby clinic. They generally perceived a growing awareness and interest on the reserve of the importance of early care for healthy child development.

Outcomes of the Program in Meeting Long Range Objectives .

1 Language development will not be a major cause of underachievement in the first two years of school.

a) Canadian Tests of Basic Skills.

The scores from the CTBS were first recorded as part of the school evaluation prior to the band takeover in 1982. Total population that year was not included and listening skills were omitted; these, however, have been included in the records made for subsequent years (Appendix 7). After takeover in 1982, the grade one reading scores increased, but it should be noted that in each year some children were unable to complete the tests. The first children from the parent / child program entered grade one in September 1987, and for the first time, a positive reading score was recorded with 50% scoring above or on grade level. The following year, 24 children entered grade one and were divided into two classes of 12. All 24 children completed CTBS (Appendix 7). The combined total was again 50% of the children on or above grade level with

a mean difference of -.03. In all other areas assessed by the CTBS, no significant change was recorded.

Grade Two scores continued to be below grade level without significant change in any area.

b) Metropolitan Readiness Tests.

The Metropolitan Readiness Tests for Kindergarten and Grade One were introduced in November, 1983. The intention was to explore the possibility that the results might identify areas of strength and weakness in pre-reading skills which could then be the focus for small group activities in Grade One. It was extremely difficult to administer the test to the 16 children in the class. Several times the sessions were curtailed, and the outcome eventually was very incomplete information with only four children finally completing all the tests. It was felt that even the completed tests did not reflect a fair assessment.

It was decided to give the same test to the Grade Two class since they had the extra year of schooling and were better able to respond to a group test situation. They completed it (with some exceptions) and it was found to provide some very useful information for the teacher, especially in cases where

children who were having problems with reading. It was felt that the Metropolitan would provide helpful information, but at the grade one level it would need to be administered differently.

In November, 1985, it was again attempted but only to groups of four or five children at a time withdrawn from the classroom. This method of delivery resulted in recordable information which proved to be very helpful for planning and it was decided to con inue administering the Metropolitan in this way over a five year period. In 1987 when the children who had been in the first parent/child preschool program reached Grade One, the most notable change was that the teacher believed that she could administer the Metropolitan to the whole class. This, she believed, was because of a significant increase in attention span and the ability of the class to receive instructions in a large group. The test was successfully administered to the whole class. The results of the test showed some change from the previous years in that a much larger percentage appeared to be recording scores in the average range (Appendix 7). In Spring of 1988 the kindergarten teacher believed that it would be useful to have an assessment of her class and she believed that they were

already capable of completing the Metropolitan. Out of an initial September enrollment of 28 children, twenty-four were tested as a group. Three had left the reserve during the year, and one child did not take the test. The result showed the majority of the children scored in the average range. In 1989, the Metropolitan was again given to the entire kindergarten class of 15 children. Two did not complete and the results showed the majority of the children scored in the below average range (Appendix 7).

c) Teacher observations.

Many areas of change were noted by the kindergarten, grade one, and grade two teachers in the overall language use of the classes where a high percentage of children had been in the parent/child preschool program. While noting many areas which could still be improved, it was believed that significant change had taken place in several important aspects. These were well summarised in the following comments.

" They were interested in learning from the first day in the class."

" We are having really good class discussions for the first time."

" Their general attitude towards books is amazing."

" They listen when I speak" (Elder)

" They want to complete their work. It can be hard to get them to stop, even for recess."

" I can't stop them reading !"

" The class gets so mad when anyone goofs off."

A most important development was the obvious pride the teachers had for the achievements of their class and the frequent comments they made to both colleagues and community about the pleasure they felt in the changes that had taken place.

2 Parents will be actively involved in the school to ensure the needs of their children are being served.

A continuous improvement in attendance at all school functions had been noted since the band took control of education. This was particularly noticeable in improved attendance at parent/teacher meetings. The playschool (K.4) teacher reported an increasingly enthusiastic response from parents who had participated in the parent/child program, for volunteering time in the classroom and assisting in fieldtrips. The parents initiated and then became actively involved in pursuing the possibility of having a full day kindergarten (K.5)

program. School administration then took the suggestion to the schoolboard and it was accepted for implementation in 1986.

In the same year, for the first time a parent advisory committee was formed for the K.5 program. Twelve parents attended an evening information session and volunteers for positions of chairperson, classroom volunteer co-ordinator, field trip co-ordinator, secretary, and treasurer were readily filled. The classroom teacher reported enthusiastic parental involvement in the program and an apparent heightened awareness of the abilities and progress of the children. This was most notable among those parents who had been involved in the parent/child program, and the teacher reported that it was clearly noticeable that those parents were the most relaxed and comfortable in the classroom situation. In 1987-88 twenty-eight students attended kindergarten and parent volunteer help was an essential component in a successful kindergarten experience.

In 1985, immediately following the first year of the parent/child program, there was a significant increase in the number of students enrolled in the K.4

program. This increase then remained constant during the period 1986-1989 in both the K.4 and K.5 programs.

Attendance figures were not available for analysis, but teachers reported a significantly improved attendance in the playschool (K.4) and kindergarten (K.5) since 1985. (Fig.iii)

Enrollment figures K.4 and K.5

	K 4	K 5
1983-84	10	18
1984-85	16	13
1985-86	24	15
1986-87	30	23
1987-88	24	28
1988-89	20	22

(Fig. iii)

3 The preschool program will be self-supportive with community members providing the program.

The community liaison worker was firmly established by the second year of the program and worked within it until 1988, when ill-health forced an early retirement. From 1984 until 1986, the program was planned and directed by a non-native preschool teacher and the program was totally funded by the school board. In 1986-1987 a member of the community who was teaching in the elementary school directed the program and remained with it until the Summer of 1988. Funding did not materialize from any source and, as the school budget was reduced, the preschool program was cut back until funding could be obtained. Priority was given to continuing the full day kindergarten (K.5) program in spite of funding cuts.

4 Parents will come to know that they can make choices for their children and, by co-operative effort, they can create change.

During parent discussion times in the KCDP, several suggestions were raised which eventually resulted in change.

- Access to the school's library resources improved. Parents initiated the moving of the pre-reading and parenting sections to a more accessible location in the preschool centre. When the program moved into the main building, the books were then returned to their original location.

- Kindergarten (K.5) became a full-day program and was fully supported by parents and enthusiastically acclaimed in the community. Several children living off the reserve also attended but shortage of space required that services be limited to children of band members.

- As awareness of young children's abilities and needs were heightened, parents realized that the program offered at the daycare was unsatisfactory. These concerns were taken by parents to both the band council and the school board. Fathers who had been involved in the program and were on the band council, became very active in promoting improvement in the quality of daycare at this time and urged the appointment of trained staff there. Suitably qualified personnel were hired, though all were non-native and while improvements in facility and program were applauded by parents, the need to have trained native

staff in the daycare was an issue raised frequently for discussion in 1985-1986.

- The need for E.C.E. training on the reserve was stated and parents approached the educational administration for a training-program to be provided.

5 Parents and children will be using library facilities on the reserve.

Access to the library is in school hours only, and limited to three days a week. The librarian reported that there has been no indication from members of the community that there is a need to increase availability beyond these days and times. The librarian also reported an increase in interest by the children to borrow books, but the return of books from home in re-usable condition continues to be a problem, many children have lost the privilege of taking books home. It had been noted that when a preschool program ended, generally-speaking, the only parents consistently using the library with their children are those who have either been taking E.C.E. training or are school employees. Nonetheless, certain members of the community do use the 'Native Content Section' of the library and they report having become aware of the

books from parents who had borrowed them whilst attended the preschool program. The librarian noted that this section has recently been extended by the addition of some excellent books which were chosen from the recommended book list published by Alberta Education 1988, and these have created a great deal of renewed adult interest.

An evening book fair started in 1984 by the librarian has become an annual event with adult attendance and sales increasing each year. Children are, according to the librarian, becoming increasingly more selective at the fair in their purchasing and many are indicating favourite authors or series.

The librarian also noted that 1987-8 was the first time that several children in Grade One and the majority of the children in Grade Two were familiar with, and comfortable using the card catalogues for independent book reference.

6 Parents will be pursuing training in the area of child-development.

In response to interest shown by parents in the parent/child preschool program, Grant MacEwan Community College agreed to offer the first year of their Early

Childhood Development Program on the reserve, beginning in September 1987. Fourteen parents applied to participate, eleven of whom had been involved in the parent/child program (one was the community liaison worker who had completed her grade twelve education since leaving the program in 1985). One applicant was ineligible for funding and one dropped out in October due to complications in early pregnancy. Twelve continued, all completed and graduated with their first year certificate in early childhood education. Ten of the graduates were parents who had been actively and consistently involved in the parent/child program. Three of these parents then entered the 2nd year of the diploma program at the Mill Woods campus in Edmonton. They continued to live on the reserve and travelled daily to classes.

All three graduated with a diploma in Early Childhood Education in the spring of 1989.

CHAPTER 8 CONCLUSION

Summary

The setting for this exploratory research is a small Indian reserve in Alberta. The focus is on a parent/child preschool program which had been established there two years after the band had assumed full control of its children's education. The study is concerned with describing the development and the first two years of the program. The outcomes, as they relate to the stated goals and objectives, are described.

Prior to the development of the program, the school board articulated the reasons for its establishment. The intent was twofold: to bridge the gap between home and school by actively involving parents with their preschool children and to focus on early language acquisition, thereby enabling more children to be successful in school.

Unlike most preschool programs for minority groups which operate within a negative deficit theory, this program was based on Bronfenbrenner's (1979) ecological system theory of human development and developed within a framework for positive community development.

The approach taken to the development of a preschool program for the Alexander Community was to collect and consider the following: a) preliminary findings from a review of the literature; b) observations of teachers and their assistants at the Alexander school; and c) community information. It was believed that this provided extensive information on preschool programs for cross-cultural settings in North America together with essential community information on specific needs and concerns. The program would, therefore, be both relevant to and practical for the Alexander community.

The design of the parent/child centres and other program componants, were modelled on the Project Yaqui from the Pasqua Yaqui Reserve, Arizona, U.S.A. The basic componants of the program were:

1) the provision of a home/school program for three-year-old children and significant adults, with primary focus on language development;

2) the involvement of parent/family/community in the school;

3) the promotion of inter-agency co-ordination and co-operation;

4) the development of appropriate cultural and linguistic preschool procedures and materials;

5) the provision and encouragement of community staff training in early childhood education.

The program operated for five years and was funded entirely by the band. After the second year, however, it was modified considerably due to lack of funding.

Conclusions

The outcomes of the parent/child program served to affect, and likewise were effected by, the interactions within and between the changing environment in which the program was situated. Any conclusions from this study cannot be generalized beyond the situation within which they occurred.

The approach taken when attempting to design an effective program for the Alexander community was that proposed by Freire (1968). The responsibility placed on all those involved in program planning was to design a program which made it possible for the people to understand their situation and to act upon it creatively, thus changing their perceived reality. This approach, it is believed, enabled the young parents to initiate action for their own educational

needs and those of their children. As a result, parents actively negotiated for improved daycare facilities, for a full day kindergarten, and for reasonable access to programs which would enable them to pursue attainable career goals.

The theoretical base for the program was established after examining the literature on existing preschool programs for minority groups. This revealed that they were rooted in deficit theory and were intent on providing early intervention and stimulation for remediation. Such an approach, it was thought, would have had a negative impact at Alexander. The information gathered within the Alexander community revealed the need for a preschool program within the larger framework of community development. An ecological approach to human development provided the theoretical base on which one might hope to build a positive attitude toward early education. This attitude could then act as a catalyst for the involvement of children, parents, and community in all aspects of education.

Initially, it was believed that appropriate goals for an early childhood setting should be stated in very general terms since flexibility and change were built

into the design of the program. In this way, it was hoped that each year as new participants became involved, the program would facilitate self organization and dictate its own structure. Perhaps if the program had continued into the third year without fiscal restraints, it would have reached all the extended families on the reserve. It might then have become obsolete as it would have provided the process whereby all parents could become involved in the school and enabled all the families to access services for themselves, within the existing programs on the reserve.

As measures were taken to obtain financing, agencies who were approached indicated that specific program goals and outcomes with standard measures for evaluating the program should be articulated in proposals for funding. It was further believed that documented statistical evidence of change was a crucial factor in funding agreements. This was requested by the education board since funding was critical to operating the program for a second year. I was extremely concerned that if funding was obtained through external agencies, the program might be distorted by the need to have a high profile.

Compliance with research methods which might not be suitable for a program which was attempting to empower its participants was also a concern. I believed that it was essential to provide a process through which self organization could emerge and every effort was made to enable the participants to determine their own program structure.

The short-term goals and long term objectives outlined in this study were developed in response to this external requirement. An attempt was made to maintain flexibility and diversity in the program by articulating a variety of goals, at the same time providing a quasi- experimental method for evaluating the language development of the participants so as to comply with funding requirements. All other evaluation procedures which were selected for incorporation within the original design of the program were short-term. This strategy, it was believed, provided immediate feedback, enabling appropriate and relevant changes to be made as the program developed and the children/parent/community needs changed. In this way the program did reflect changes and built upon them in developmental phases.

In the first year, changes were made in program format and design between each of the three phases of delivery. These changes reflected feedback received from questionnaires, program evaluations, parent discussions and home interviews. To begin with, the extent to which changing winter and summer occupations on the reserve would impact upon the program and affect its delivery was not fully realised.

The second year of the program produced a surprising change in its start-up procedures. It was no longer necessary to find the eligible participants and explain or promot the program because the parents and guardians were contacting the school and requesting admission to the program. Considerable knowledge about the program obtained from previous participants had been spread through the informal information network. This had even reached those members of the band who, at that time, were residing off the reserve as far away as St. Albert and Edmonton.

It was apparent from the outset of the program's operation that as well as fiscal resources, personal resources were crucial to the continuation and success of the program. It was believed that the program should be developed in such a way that it could soon be

operated entirely by the community. Since Alexander did not have any adults with training in early childhood education, young women were initially employed in the role of community liaison workers with a view to their receiving on-the-job training. This would then enable them to continue on as director of the program after it had been established. It soon became apparent that the position increased their desire for more formal career training and that, in the interest of program continuity, an alternative to on the job training was essential. The hiring of the Kukum provided not only program stability but generated confidence in, and a greater acceptance of, the program. It did not, however, provide for a future program director. Parents eventually became interested in early childhood education and the school board recognised that for the program to continue, and to meet the increased expectations for qualified staff for the daycare and school, it was necessary to provide training courses on the reserve.

School board and band council fully supported the program but, when funding was reduced five years after the band had taken control of education, it became impossible to continue all the additional preschool

services which it had generated. A full day kindergarten class had been started. The daycare had been extended and fully equipped to meet provincial standards and was operating a full program for babies, toddlers, and preschool children. It was operated by qualified staff and was heavily subsidized since many parents were pursuing further education or career training and could not pay realistic daycare fees. Funding for operating the parent/child preschool program had been an ongoing priority. However, though many possibilities were explored, money was not forthcoming and, after two years of operation, the program was drastically curtailed. Home visits could only be made in September prior to the start of the program. The location of the program was changed to a single classroom in the main building where access to the library was difficult. The parent discussion session could not be facilitated and so was eliminated. Time for staff to develop new program materials was not available. Meetings could not be attended by the teacher or the community liaison worker because of other school commitments; hence, community inter-agency co-operation declined. The program lost its flexibility and became static.

It might be concluded that any preschool parent/child program needs long term funding if it is to continue to function effectively and play an integral role in community development. Many young native women with children to support are struggling to change their situation and financial support for all early childhood services is an important factor in enabling them to actualize their potential.

The program was believed to have effectively bridged the gap between home and school. Attendance in the kindergarten had increased and parental involvement in school activities was noted. Parents were believed to have become more interested and knowledgeable about the school and its programs. The inclusion of fathers and grandparents in the second year of the parent/child programs provided further solid support for the school and for all preschool services on the reserve.

Use of the CTBS as a measure of language change did not produce significant results. Some increased scores were noted in the first year. However, by the second grade, the scores continued to be below grade level. Alexander school operates on a wholistic approach to developmental learning and therefore puts emphasis on the process of learning rather than the

content. Regular testing is considered neither appropriate nor necessary. Since the CTBS results did not reflect the perceived change in the language ability of the students as expressed by their teachers and parents, further research might be undertaken to examine the appropriateness of this test or, indeed, of any other standardized test used for measuring the school performance of children in a reserve setting in the early primary grades.

A parent/child preschool program should not be expected to be an inoculation for immunity from educational or social failure. It should be recognised as providing a strong basis for a childs' future progress and for initiating development within the school, the family, and the community. As symbolic reasoning develops in the early years, this ability is clearly increased if sensory perceptions are heightened through meaningful experiences mediated with language interaction. There is nothing, however, in this study to suggest that this alone will ensure lasting academic success. One must ask whether or not a child's future really is totally shaped in the formative years of early childhood.

Instead of explaining human development in terms of critical periods for different processes at different times, might it not be viewed as a slow process determined by genetic and environmental interactions, each one characterized by its own heightened sensitivities? If that were so, the school, its teachers and curriculum, in combination with a family determination and community potential for upward mobility must inevitably play an important and on-going role in ensuring a child's continued academic progress.

Recommendations for Further Study.

Native communities might be interested in the following questions:

Did participation in the preschool program influence the attitude and behaviour of parents, not only toward the child, but in relation to themselves as competent persons capable of improving their own situations? This has previously been indicated in research from within the non-native population by Gilmer et al.(1970), Gordon (1973), Karnes et al.(1970).

Do native families who are willing to become involved in parent programs come from the upper levels of the population as was indicated in the research of Klaus & Gray (1968), Radin & Wikart (1967)? If so, what kinds of programs would involve parents of lower income families?

Since many native communities are concerned with preserving their own language, a study might usefully be undertaken concerning the implementation of a similar program in a non-English speaking community. Initially, this would require the translation and adaptation of the program materials by community adults who are willing to be involved in its development.

BIBLIOGRAPHY

Alexander Band. Education Evaluation: Determining Our Own Destiny. Ottawa: Evaluation Branch, Department of Indian and Northern Affairs, 1982

Almy, M.C. The Early Childhood Educator at Work. New York: McGraw-Hill, 1975

Andrews, S.R., Blumenthal, J.M., Bache, W.L., & Wiener, G. "The New Orleans Model: Parents as Early Childhood Educators." Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, 1975

Babbie, E.R. The Practice of Social Research (2nd Ed.). California: Wadsworth Publishing Company Inc., 1979

Bereiter, C. & Englemann, S. Teaching Disadvantaged Children in Preschool . Englewood Cliffs, N.J.: Prentice-Hall, 1966

Berger, E.H. Parents as Partners in Education: The School and Home Working Together. St. Louis: The C.V. Moseby Bo., 1981

Bernstein, B. "Social Class, Linguistic Codes and Grammatical Elements," Language and Speech, May 1962

Berrueta-Clement, J.R., Schweinhart, L.J., Barnett, W.S., Epstein, A.S., & Weikart, DP. "Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19." Ypsilanti, MI. Monograph of the High Scope/Educational Research Foundation, No. 8, 1984

Bloom, L. M. One Word at a Time: The Use of Single-word Utterances before Syntax. The Hague: Mouton, 1973.

Bowlby, J. Maternal Care and Mental Health. World Health Organization Monographs, No. 2, 1951

Bronfenbrenner, U. "The Roots of Alienation" in U. Bronfenbrenner (ed.) Influences on Human Development. Illinois: Dryden Press, 1972

Bronfenbrenner, U. "Developmental Research, Public Policy, and the Ecology of Childhood" in Child Development, 1974, 45, 1-5.

Bronfenbrenner, U. The Ecology of Human Development: Experiments by Nature and Design. Cambridge, Ma.:Harvard University Press, 1979

Bronfanbrenner, U.
Volume II: Is Early Intevention Effective? DHEW Publication No. HD 76-30025, Dept. of Health Education and Welfare. Washington, D.C., 1981

Bernstein, B. "Social class, linguistic codes and grammatical elements" in Language and Speech, 1962, 5.

Burton, T.L. The Roles and Relevance of Alberta's Regional Planning Commissions. Edmonton: Department of Recreation Administration, University of Alberta, 1981

Butler, D. & Clay, M. Reading Begins at Home. London: Heinemann Educational Books, 1979

Carew, J. Experience and the development of intelligence in young children at home and in the daycare. Society for Research in Child Development, Chicago, 1981

Cattey, M. "Cultural Differences in Processing Information" in Indian Education, October, 1980

Cazden, C.B. Language in Early Childhood Education (Rev. ed.). Washington, D.C.: National Assocation for the Education of Young Children, 1981

Children's Storefront. The Children's Storefront: A Child/Parent Centre. Toronto: The Children's Storefront, 1980

Chomsky, N. A. Aspects of the Theory of Syntax. Cambridge, Mass.: MIT Press, 1965

Chrisjohn, R.D. & Lanigan, C.B. "Research on Indian Testing: Review and Prospects." (An Unpublished Paper) Ontario: University of Guelph, 1984

Clarke, A.M. & Clarke, A.D.B. Early Experience: Myth and Evidence. New York: The Free Press, 1976

Clarke-Stewart, K.A. Interactions Between Mothers and their Young Children: Characteristics and Consequences. Monographs of the Society for Research in Child Development, 1973, 38 (Whole No. 153)

Clarke-Stewert, K.A. "Evaluating Parental Effects on C ld Development" in L. Shulman (Ed.) Review of Research in Education (Volume 6). Itasca, IL. : F.E. Peacock Publishers, 1979

Commission on Emotional and Learning Disorders in Children, One Million Children Toronto, CELDC, 1970

Conrad, K.J. & Eash, M.J. "Measuring Implementation and Multiple Outcomes in A Child/Parent Centre Compensatory Education Program." American Educational Research Journal, 1983, 20, pp.332-236

Cook, T.D. et al. "Program Evaluation", in G. Lindsey and E. Aronson (eds.) Handbook of Social Psychology. Boston: Addison-Wesley, 1984

Cowles, M. "Report to American Association of School Administrators," Dallas Convention, March, 1985

Cronbach, L.J. Designing Evaluations of Educational and Social Programs. San Francisco: Jossey-Bass, 1982

Cronbach, L.J. et al. Toward Reform of Program Evaluation, San Francisco: Jossey-Bass, 1980

Dale, J. Language Development. Hinsdale, Ill.: Dryden, 1972

Deutsch, M. The Disadvantaged Child. Selected Papers of Martin Deutsch and Associates. New York: Basic Books, 1967

Dutile, F.N. et al.(Eds),Early Childhood Intervention and Juvenile Delinquency. Lexington, Mas:D.C. Heath & Co. 1982

Dwyer, J. Teachers in Schools in Queensland Aboriginal Communities - A survey. Brisbane: Queensland Department of Education, 1976

Evans, E.D. Contemporary Influences in Early Childhood Education (2nd ed.). New York: Holt, Rinehart & Winston, 1975

Ford, I. The influence of speech variety on teachers evaluation of students with comparable academic ability in TESOL Quarterly,1984, 18 (1), 25-39

Freeberg N. E. & Payne D. T. "Dimensions of parental practice concerned with cognitive development in the pre-school child" in Journal of Genetic Psychology. 1967-111, pp.245-261

Freire, P. Conscientization: Cultural Action For Freedom. Massachusetts: Center for the Study of Development and Social Change, 1970

Freire, P. Education: Domestication or Liberation. Study prepared for the International Commission on the Development of Education, UNESCO, 1972

Freire, P. Education For Critical Consciousness. New York: Seabury, 1973.

Freire, P. Pedagogy of the Oppressed. New York: Seabury, 1968.

Freire, P. "The Adult Literacy Process as Cultural Action for Freedom" in the Harvard Educational Review, 40, No. 2 May, 1970

Galloway, C., Mickelson, N.I. and Burchfield, D. Orientation, Preschool and Pre-Kindergarten Summer Programme for Indian Children. Victoria, B.C.: University of Victoria, Faculty of Education, 1968

Gilmer,et al. Intervention with Mothers and Young Children: Study of Intra-Family Effects. Nashville, Tennessee: Demonstration and Research Center for Early Education [DARCEE], 1970

Goodson, B. D., & Hess, R. D. Parents as Teachers of Young Children: An Evaluative Review of Some Contemporary Concepts and Programs. Washingron D.C.: Bureau of Educational Development (DHEW/OE), 1975. (ERIC Document Reproduction Service No. ED 136 967)

Gordon, S.B. Ethnic and Socioeconomic Influences on the Home Language Experiences of Children. Bureau of Research. ED 043-377, 1971

Grove, C.L. Communications Across Cultures. 1976.

Gray, S. "The Child's First Teacher" in Childhood Education, 1971, 48 (3), pp.127-130

Gray, S. & Klaus, R.A. "The Early Training Project: A seventh year report" in Child Development, 1970, 41, pp.909-924.

Grotberg, E.R. Review of Research of Project Head Start. Washinton, D.C.: Office of Child Development, 1969

Hawthorn, H.B. A Survey of Contemporary Indians of Canada. Ottawa: Indian Affairs Branch, 1967

Henric, J. The Whole Child: New Trends in Early Education. St.Louis: CV Nosby Company, 1980

Hess, R.D., Shipmen, V.C., Brophy, J.E. & Bear, R.M. The Cognitive Environments of Urban Preschool Children. Chicago: Univ. of Chicago Graduate School of Education, 1968

Hiller, D. "Parent/Child Centers" in B.C. Boegehold et al., (Eds.), Education Before Five. York: Bank Street College of Education, 1977 pp.98-105

Hodges, W. & Smith, L. Modern Early Childhood Education: A review. Manuscript submitted for publication. Atlanta: Georgia State University, 1980

Honig, A.S. Parent involvement in early childhood education (Rev. ed.) Washington, DC: National Association for the Education of Young Children, 1979

Horowitz. F. & Paden, L. "The effectiveness of environmental intervention programs" in B. Caldwell & H. Ricciuti (Eds.), Review of Child Development Research (Vol.3). New York: Russell Sage Foundation, 1973

Indian and Northern Affairs Canada. Indian Conditions: A Survey. Ottawa: Indian and Northern Affairs, Canada, 1980

Jencks, C. et al. Inequaltiy: A Reassessment of the Effects of Family and Schooling in America. New York: Basic Books, 1972

Jensen, A. R. Bias in Mental Testing. New York: Free Press, 1980.

Karnes,et al. "Educational Intervention at Home by Mothers of Disadvantaged Infants" in Child Development, 1970, 41, pp.925-35

Klaus, R.A., & Gray, S.W. The Early Training Project for Disadvantaged Children: A Report Ater Five Years. Monographs of the Society for Research in Child Develepent, 1968, 33 (Whole No. 120).

King, A.R. Native Indians and Schooling in British Columbia (revised edition). Victoria, B.C.: University of Victoria, 1980

Labov, W. The logic of non standard English, in F. Williams (Ed) Language and Poverty. Chicago, Markham Publishing Co. 1970

Labov, W. Language in the Inner City: Studies in the Black English Vernacular. Philadelphia: University of Pennsylvania Press, 1972

Labov, W. "The Boundaries of Words and their Meanings" in C.J.N. Bailey & R.W. Shuy (Eds.) New Ways of Analyzing Variation in English. Washington, D.C.: Georgetown University Press, 1973

Lado, R. "Early Bilingual Reading" in L.Ortega (ed.) Introduction to Bilingual Education. New York: Anaya, Las Americas, 1975, p.16

Lazer, I. et al. "The persistence of Pre-school Effects. A Long Term Follow-Up of Fourteen Infant and Pre-school Experiments." DHEW, Publication No (CHDS) 78-30129. October 1977.

Lazar, I. Early Intervention is Effective. Educational Leadership, 1981, 38 (4), pp.303-305

Lazer, I. & Darlington, R. "Lasting Effects After Preschool" - Summary Report. Washington D.C.: Department of Health, Education and Welfare, 1979

Lazer, I. & Darlington, R. "Lasting Effects of Early Education." A Report from the Consortium for Longitudianl Studies. Monographs of the Society for Research in Child Development, 1982, 47 (Whole No. 195).

Levenstein, P. "The Mother-Child Home Program" in M.C.Day and R.C. Parker (Eds.) The Preschool In Action: Exploring Early Childhood Programs (2nd Ed.). Boston: Allyn & Bacon, Inc., 1977

Lievert, R.M. & Wicks-Nelson, R. Developmental Psychology. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1981

Liles, B.L. An Introduction to Linguistics. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1975, p.268

Love, J.M., et.al. National Home Start Evaluation. Cambridge, M.A.: Abt Associates, 1976

Marjoribanks, Ethnicity and Learning Patterns: A Replication and an Explanation, Sociology Vol 6, No 3. 1972

Mark, M.M. & Cook, T.D. Quasi Experiment Design Analysis, Basic and Applied Social Psychology Vol 5, p. 231, 1984

Mattick, I. "The Teacher's Role In Helping Young Children Develop Language Competence" in C.B. Cazden (Ed.), Language in Early Childhood Education (Rev. Ed.). Washington, D.C.: National Association for the Education of Young Children, 1981

Mayfield, M.I. Native Infant Program: Evaluation Report III. Duncan, B.C.: Native Infant Program, 1982

Mayfield, M.I. & Winkelstein, E. "Parent Involvement in Preschool Intervention Programs: A Cross-Cultural Study of the Impact on the Family." Paper presented at the ACEI Study Conference, Vancouver, 1984

Merton, R.K., Fiske, M. & Kendall, P.L. The Focused Interview. Glencoe, Illinois: The Free Press, 1956

Minzey, J.D. & Le Tarte, C. Community Education from Program to Progress. Midland, MI.: Pendell Publishing Co., 1972

Moore, S.G. "Past Research and Current Perspectives on Head Start and Follow Through - Viewpoints" in Teaching and Learning, 1979, 55(3), pp.75-82

More, A. Indian Students and their Learning Styles: Research Results and Classroom Applications. Vancouver: University of British Columbia, 1984

Moskowitz, B.A. "The Acquistion of Language" in Scientific American, 1978, 239, pp.92-108

Nedler, S.E., & McAfee, O.D. Working With Parents: Guidelines for Early Childhood and Elementary Teachers. Belmont, Calif.: Wadsworth Publishing, 1979

"New York Longitudinal Study" in Journal of Drug Education, Volume 13 (3), 1983

Palmer, F.H. "Inferences to the Socialization of the Child from Animal Studies: A View from the Bridge" in D.A. Goslin (ed.), Handbook of Socialization Theory and Research. Chicago: Rand McNally, 1969, pp.25-55

Philips, S. U. "Processing of Information related to the different way that cultural knowledge is acquired, maintained and discarded." Verbal Behaviour & their relation to SBS. 1982.

Philips, S.U. The Invisible Culture: Communication in Classroom and Community on Warm Springs Reserve. New York. 1983

Piaget, J. The Origins of Intelligence in Children. New York: International University Press, 1952

Project Yaqui: An environmentally Based Program for Young Native Handicapped Children #G008100175. Pasqua Yaqui Tribal Council, Tucson, Arizona. 1984

Radin, N. & Weikart, D. "A Home Teaching Program for Disadvantaged Preschool Children" in Journal of Special Education, 1967, 1, pp.183-90

Ramiriz, B.A. & Walker, J.L. "Backgound, Rationale and Overview to Early Childhood Special Education Services for Indian and Alaska Native Children" in M.J. Johnson, B.A. Ramiriz, P.L. Trohanis & J.L. Walker, (Eds.) Planning Services for Young Handicapped American Indian and Alaska Native Children. Chapel Hill, N.C.: North Carolina University Technical Assistance Development System (ERIC Document Reproducation Service #ED 210 859), 1980, pp.1-20

Ryan, T.J. Poverty and the Child: A Canadian Study. Toronto: McGraw-Hill, Ryerson Ltd., 1972

Saville-Troike, M. The Development of Bilingual and Bicultural Competence in Young Children in I.G.Katz (Ed) Current Topics in Early Childhood Education (Vol 4) Norwood, N.J. Ablex Publishing Corp, 1982

Schaefer, D.S. "Toward a Revolution in Education: A perspective from Chid Development Research" in National Elementary Principle, 51 (1), 1971

Schaefer, D.S. "Parents as Educators: Evidence from Cross-sectional, Longitudinal and Intervention Research" in Young Children, 1972, 27, pp.227-39.

Schweinhart, L. & Weikart, D. Young Children Grow Up: The Effects of the Perr Pre-School Program on Youths Through Age 15. Ypsilanti, MI.: High/Scope Educational Research Foundation, 1980

Siggner, A. & Locatelli, C. An Overview of Demographic, Social and Economic Conditions Among Alberta's Registered Indian Population. Ottawa: Research Branch, P.R.E., Indian and Inuit Affairs Program, 1980

Slaughter, D. Early Intervention and its effects on Maternal and Child Development. Society for Research in Child Development. Serial No. 202. Vol. 48 No. 44932.

Slaughter, D. "What is the Future of Head Start?" in Young Children, 1982, 37 (3), pp.3-9

Slobin, D.I. Psycholinguistics. Glenvuew, Illinois: Scott, Foresman and Co., 1971, p.124

Spodek, B. "Curriculum constuction in early childhood education" in B. Spodek & H.J. Walberg (Eds.) Early Childhood Education: Issue and Insights. Berkeley, Calif.: McCutchen, 1977

Springer, S. & Duetsch, G. Left Brain, Right Brain. San Francisco: W.H. Freeman & Co., 1981.

Spolsky, B. Overcoming the Language Barrier to Education. ED 187 143, 1978.

Stenner, A.J. & Mueller, S.G. "A Successful Compensatory Education Model" in Phi Delta Kappa, 1973, 55(4), pp.246-248

Takanishi, R. "Federal Involvement in Early Education (1933-1973): The Need for Historical Perspectives" in L.G. Katz (Ed.) Current Topics in Early Childhood Education (Vol.1). Norwood, New Jersey: Ablex, 1977

Toohey, K. Teacher and Student Interaction in an Indian School. Thesis (M.Ed), University of Alberta, 1977

Trudgill, P. Accent, Dialect and the School. London: Edward Arnold, 1975

van der Ploeg, A. J. "The Long Term Effects of the Child-Parent Centers." Paper presented to the American Educational Research Association, New Orleans, 26 April 1984.

Wells, G. Learning through Interaction: The Study of Language Development. New York: Cambridge University Press, 1981

Westinghouse Learning Corporation. The Impact of Head Start: An evaluation of the Head Start Experience on Children's cognitive and Affective Development. Ohio: Ohio University, 1969

White, B. & Watts, J. Experiences and Environment (Volume 1). Englewood Cliffs, N.J.: Prentice-Hall, 1973

Zeitlin, S. Kindergarten Screening: Early Identification of Potential High-Risk Learners. Springfield, Il.: Charles C. Thomas Publishers, 1976

Zigler, E. & Valentine, J. Project Head Start: A Legacy of the War on Poverty. New York: Free Press, 1979

TEST MATERIALS

Canadian Tests of Basic Skills. King, E. (Ed.). Nelson Canada Ltd., 1982

Metropolitan Readiness Tests. Nurss, J.R. & McGauvran, M.E. U.S.A.. Harcourt Brace Jovanovich, Inc., 1987

Minnesota Child Development Inventory. Ireton, H. & Thwing, E. Minneapolis, Minnesota: Behavior Science Systems Inc., 1972

Denver Developmental Screening Test. Denver: Ladaca Project and Publishing Foundation, 1973

APPENDIX 1

Report to the Alexander Community

REPORT TO THE ALEXANDER COMMUNITY JULY 1984.

There are several health, educational and social conditions in the lives of Native Indians in Canada that support the need for and establishment of early childhood programs for Native Indian children and their families. The Native population is "younger" than the national average in Canada. More than one-third of the Native population of Canada (Indian and Northern Affairs Canada, 1980) is under the age of 18 years. The Native Indian population has been increasing faster than the general population during the past 30 years. This "youngness" of the Native Indian population has obvious present and future implications of the planning and provision of education and social services.

Educationally, Native groups face several problems. One concern of many Native Indian groups is the failure of many teenagers to complete secondary education: Native Indians have a higher school drop-out rate than the national population. In Canada, less than 20% of Native students finish grade 12 (Canadian Education Association, 1984); in Alberta, 22% complete grade 12 compared to 75% for the national population (Siggner and Locatelli, 1980). Many of the parents of Native Indian children have not continued their education beyond grade school (Demmert, 1976) and this has implications in terms of parental participation in and support of their children's education. These and other factors lead to problems of age-grade retention and a high absenteeism rate.

Serious health problems exist for young Native children and their families. Although the neonatal and infant death rates for Native Indians have been reduced in the past 20 years, these rates are still much higher than for the general population: in Canada, Indian perinatal and neonatal mortality rates are approximately 60% higher than the national rate and post-neonatal mortality is twice the national rate (Indian and Northern Affairs Canada, 1980). Overall, the mortality rate for Native Indian children under age 5 in Alberta is more than twice the provincial average (Siggner & Locatelli, 1980).

Family health problems can also affect the home environment of the young child. Native Indians have higher rates than the national population for health problems such as accidents and violence, respiratory ailments, infectious and parasitic diseases, childbirth complications, alcoholism and suicide (Indian and Northern Affairs Canada, 1980).

A report by the Bank Street college of Education resulting from a study of the conditions of Native Indian children and their families listed the following major reasons for the need for early childhood programs for Native children from birth to five years of age:

- unavailability of adequate health care for children;
- inadequate prenatal care for mothers;
- nutritional deficiencies;
- lack of consistency nurturance and stimulation due to such factors as unemployment, alcoholism transitional status of Indian cultures, etc.
- culture and language differences;
- unfamiliarity with existing educational systems.

(Ramirez and Walker, 1980)

Other recommendations in this Bank Street report included the involvement of Native Indian groups in the planning and administration of these early childhood programs and the development of comprehensive programs. Similar reports on Native Indian education in Canada have also recommended early education programs for Native Indian children (e.g. Hawthorn, 1967) especially programs which include the parents and families of these children (Galloway, Mickelson and Burchfield, 1968; Ryan, 1972).

Several current trends in Native Indian society that have implications for this recommended planning, implementation and administration of programs for young children and their families include the increased political sophistication and influence of Native Indian groups in Canada (King, 1984). The shift from federal to locally directed and implemented programs (Canadian Education Association, 1984) and the increased interest in and use of traditional cultural practices by many Native groups (Indian and Northern Affairs Canada, 1980). Native Indian groups in North America have become more aware of the importance of the early childhood years and this awareness, combined with health, educational and social concerns of Native Indian groups has led to the current interest in and development of multidisiciplinary programs for Native Indian preschool-aged children and their families (Mayfield, 1984).

When these various factors are ignored, this is the result: "The school as an institution receives and begins working with children after they have problems

rather than before the problems start. The school fails to work with the parents who are the models and the social matrix in which the child is formed and their personalities developed. In the case of our Native children, they only work with the parents after the child has experienced repeated failure in the school system. We see that failure to meet the needs of the child leads to disease in the child. The diseased child may become the diseased adolescent or adult who mistakenly believes that alcohol or drugs can relieve disease of the imbalance they feel in their lives." (Quoted from internal document by Alexander School). The ideal program to address these factors, which begin to work at such an early age in the Native community, would have several characteristics. It would act to strengthen the context of the total community rather than acting by isolated focus on the children who are undergoing the harmful early processes. It would involve the community members in such a way as to use their energies, concern for the children and cultural knowledge so that the cost factors would be lessened, the community acceptance would be increased and the chances of engendering correlated, supportive changes in other institutions or community action patterns would be maximized. Also, the program should be undertaken in such a way that its features are carefully reviewed, refined and documented from the beginning to provide the best value to other communities in considering it and recreating its positive aspects within their own community context.

Alexander Reserve will begin a pilot program that addresses the early needs of our children in terms of the severe deficiencies we described above -- the serious lack of early skills development, especially language acquisition which handicaps the child's school entry and which multiplies through later stages of growth. The project will operate by involvement of the parents in the educational process. This method conserves resources, as noted above, and enhances community acceptance. It changes the context of the parents' lives, as well, by focusing more of their energy and attention into the role of support and guidance for their children. These involvements tend to enhance the value of sobriety as more stress is put on the role-model aspect of the parents' lives and also to give a focus for energy and time in the processes of interacting with the child's education.

APPENDIX 2

Principal Features of the Program

PRINCIPAL FEATURES of the PROGRAM

The following features were defined and became the foundation for program planning.

1) The provision of a home/school program for 3-year-old children and significant adults with a primary focus on language development.
2) The involvement of parent/family/community in the school.
3) The promotion of inter-agency co-ordination and co-operation.
4) The development, both culturally and linguistically, of appropriate procedures and materials for the preschool program.
5) The provision and encouragement of community staff training in early childhood education.

1) The provision of a home/school program for 3-year-old children and significant adults with a primary focus on language development.

Goal

To provide an environmentally-based, culturally, socially and linguistically appropriate developmental program for 2 1/2 - 3 1/2 year-old children, the emphasis to be upon language interaction involving a significant adult, who will maintain an active role in the child's educational progress and become comfortable in the school setting.

Rationale

A higher-than-average percentage of Alexander children are entering Grade One, both on and off the reserve, without the language skills necessary to function on par with other children, and are also over-represented in special education classes. Participation in a preschool language interaction program produces pleasure and ongoing development when it takes place on a one-to-one basis between a child and a significant adult. Language development in young children is best facilitated in the home dialect. Effective language development takes place when both abstract and concrete verbal styles are used, when

complex vocabulary is understood, when reading is modelled, and when books are familiar, shared, and enjoyed.

Attendance in the kindergarten and four year old programs is very low and sporadic resulting in many children entering Grade One completely unable to cope with a group school setting. Many parents, due to their own school experiences, view school negatively, and protect their children from entering until it is compulsory to do so.

Many single parents on the reserve go to school or work. Grandparents, who traditionally assisted in childrearing, are themselves attending courses and training programs while those with skills are employed on the reserve. Few women are staying at home on the reserve and it has become increasingly difficult for suitable, long term home babysitting places to be found. In general, temporary sitters are used. Daycare facilities on the reserve are at best inadequate to meet children's developmental needs.

The cultural, social, and linguistic needs of the children and their parents must be considered in all aspects of the program. The involvement of parents and other family members will have long-reaching effects in both development of the children and overall attitudes towards education and individual goals. Initial contact between parent, child and teacher is more likely to be safely and happily experienced in the home setting.

Early education programs can identify and initiate early treatment for any special developmental needs which might otherwise remain undetected until the child enters grade one.

Assumptions

Preschool children are more likely to function better in the visual-motor channel than the auditory-vocal. Although Alexander is primarily an English-speaking environment, some preschool children might speak Cree as their first language or be bilingual. Language switching might take place on the part of parents and other family members, influencing the language choices and functioning levels of the children. Among Alexander preschool children, language confusion might occur having an impact on its functional use. Since there is no library or newspaper outlet on the reserve, little printed material enters the majority of homes and the preschool children often have little exposure to books.

Since environments and the objects in them are perceived differently depending upon the social aspects of the situation, the children's backgrounds play an important role in how they will learn.

Program Elements

It was decided that a suitable cognitive developmental program would emphasise the following areas:

RECEPTION.....Understanding what is seen and heard;
ASSOCIATION.....Thinking about what is seen and heard;
EXPRESSION.....Communicating thoughts, needs, ideas, through words, gestures, drawings;
DISCRIMINATION...Seeing and hearing likenesses and differences;
MEMORY.....Remembering what is seen and heard in order;
IMITATION.....Repeating what is seen and heard;
ELABORATION.....Extending the child's statement or response.

Language development is central to the goal of the preschool program, and the following aspects will be emphasised:
1) question and answer technique, 2) turn taking, 3) listening skills, 4) vocabulary, 5) the language of concepts, 6) language for problem solving, 7) familiarity with books.

2) Parent/Family/Community Participation

Goal

To involve the Alexander parents/caregivers, families, and the community in all aspects of the program.

Rationale

Alexander parents care about their children and want them to reach their maximum potential. Parents and other family members are a child's first teachers and provide the most effective means of fostering growth and development. Parents have a right to participate in the planning and evaluation of the program. Parents need to be advised of their rights

and assisted in obtaining them. Parents have needs in obtaining information, whether it be on child growth and development or realistic expectations of the services available to them and their children. Alexander parents have a right to participate in all assessments and progress reports in a clear and understandable way.

For many, parent-child language interactions might be difficult at first, especially in a school setting. These must, however, be increased to foster language and cognitive development. Parents and caregivers can be assisted in ways of sharing activities with their children that are culturally appropriate yet involve language interaction in an enjoyable and non threatening situation.

Alexander parents are not the only people involved in the raising of their children. The Alexander community has an interest in the development of all its children. The Alexander culture must be considered in deciding how, when, and with whom parents will interact. Direct participation of Alexander people in program development and activities will be encouraged, thus fostering the concept of self-determination. These activities may include assessing, program management, observation, coordination with other agencies, planning of parent workshops, and classroom activities.

The involvement of the parents, family, and community is not one sided. Staff have a responsibility to become involved, establish credibility and demonstrate a respect for the Alexander people and their culture. Emphasis is to be placed on parent/family/community involvement from the initial contact in the community to the transition of the child to the preschool programs and then into the school.

Assumptions

Parents, extended families and community members can actively participate in assessment processes providing them with valuable developmental information when their child has a special ability or need.

Parents and family members have needs and concerns in meeting the needs of their children. They need information and support. Parents need information supplied to them in a constructive, culturally acceptable way. Provisions need to be made to have

parents present during each session and to acknowledge their rights and responsibilities as parents.

They are capable of running programs and of involving themselves as participants in the activities of their children. Parents and family members benefit from programs that acknowledge their social needs as well as their educational needs.

A needs-assessment procedure can help to identify parents' needs. Provisions should be made for the parents to make suggestions in addition to what is asked. Information on needs-assessment forms should actually be used to plan and link parents and families with appropriate agencies. Parents can meet agency personnel at workshops, thus creating a bridge of understanding.

Parents, family, community members, and children all benefit when parents are regular participants in shared activities. All community members can give input into the program.

Program Elements

Parents should be encouraged to become involved in all aspects of the program. These would include: initial home visits, parent interviews, program planning and evaluation, workshops, field trips, school functions, cultural activities, and community activities. Parents should also be assisted towards an increased understanding of children's cognitive and linguistic development.

It is expected that the effect of the program on the parents/caregivers will be significant. They will become comfortable in, and knowledgeable about, the educational system and support services. They will discover the strengths and needs of their children. They will come to know more about how children learn, how they use information, how they use internal and external language to understand, how they think and organize what they see and hear, and how they communicate their thoughts to others.

The value and joy of sharing activities and experiences, especially books, will go on growing at home and these will be the foundation for sharing the child's progress through the preschool programs and on into the school system.

Evaluation

The structure of the program will provide for three major parent evaluations. An informal evaluation

prior to each session or term, a parent discussion time during each meeting, and a written evaluation sheets for the parent/child program.

3) Inter Agency Coordination and Cooperation

Goal

To facilitate the coordination of services provided to the preschool children and parents at Alexander.

Rationale

Coordination with agencies both on and off the reserve is vital in order to provide the most relevant and efficient services to both the children and their parents. Inter-agency coordination and cooperation can be fostered by identifying agencies that can help and then utilizing them appropriately. Specific emphasis should be placed on sensitizing staff to both parent and child needs and project requests. This, in turn, could stimulated better services.

Program Elements

There is a need to inform other agencies about what occurs in the program and the kinds of services that need to be provided. The transmission of information (both ways) is needed if children and parents are to be served. Agencies that know what is being done, why, and how, will be more inclined to assist. Credibility must be established and a trusting atmosphere fostered. This can be helped by the sharing of materials and procedures, by involving support agency personnel in program planning, and by seeking to be included in theirs. Agency personnel who are involved are more likely to become supportive of the program. They need to know at first hand that the program has something to offer.

Support personnel become more "real" to parents and staff when they present or participate in presentations. As many agencies as possible should be involved in the program.

Possible inter-agency co-ordination include the tribal administration which would provide information to contact families together with a list of children in homes, and their ages. The school might provide room in school building for the program, donate vehicles for field trips, make presentations on school/adult

programs, give permission for parents to visit classrooms and provide senior students for program experience. The fire unit might give fire prevention presentations/materials and provide safety inspections. The health unit might also give health education presentations/materials, help with referral for children with special medical needs, share information from the Denver Child Developmental screening Tests, provide follow-up visits, and a review of medical records. Social services might give presentations on family services and coordinate specific services for children. Human resources might give support for a training program in early childhood education and provide a newsletter to the community in which program announcements might be made. Elders might provide an advisory person for program planning, development of materials, and participation in the program (e.g. for exposure to the Cree language). The public libraries in Morinville and St.Albert might present parent workshops, help with materials, and accept parents and children into story hour presentations. Provincial preschool programs might share field trips, presentations, and co-operate in planning of materials. St. Albert parent centre might also share materials, programs, and presentations.

4) Development of Culturally and Linguistically Appropriate Procedures and Materials

Goal

To develop procedures and materials which support the other four component areas.

Rationale

Assessment procedures are best done by parents. As children's strengths and needs are identified, parents become more aware of them. The program is designed to utilize strengths and to assist in meeting needs. Materials to be developed for the program are to be derived from the culture. Advice of Elders is to be sought on procedures and materials prior to implementation and use.

Program Elements

Appropriate materials for use in the initial home visits together with program materials are to be found or developed.

5) Staff Development

Goal

To provide on-going development opportunities which facilitate the continuous operation of the program and the self-improvement of all staff.

Rationale

Each staff member comes to the program with both abilities and needs. Each person knows some things well enough to teach them to others. Staff must have a good sense of what the goals and objectives of the program are in order to help meet them. Staff needs change as job descriptions and roles change.

Members of the community eventually need support and encouragement to take post-secondary training to become teachers of young children and qualified childcare workers and teacher assistants. A sense of self-improvement encourages increased skills and self-fulfillment and promotes the concept of self-determination.

Community members need to know the internal workings of the program to better understand specific requirements. All staff will participate in the planning process of setting objectives for the various components.

Professionals involved in the program need to explore and examine new ideas in their respective fields, and must be sensitive to the cultural and linguistic heritage of the people served by the program.

Program Elements

Community staff members are capable of serving children appropriately.

Staff members can make positive observations about a child's needs and behaviours. Staff members can become self sufficient in assessing children. Staff can learn how to run programs, keep records, and show progress. Staff can help plan topics and prepare materials.

Staff must accept parents as a key element in a child's development and recognise that they know the children best and really care about them.

Staff members, as members of the same community as the children, are in an excellent position to know the social/cultural background of the children.

Staff can assist in program evaluation thus getting feedback concerning their efforts.

Each staff member brings to the project unique experiences and learning. Staff needs must be assessed in order to design an appropriate staff development program.

APPENDIX 3

Home Program Assessment materials

[illegible]

1. Guardians Name _____
2. Child's Name _____
3. Date of Placement _____
4. Parents Name _____
5. Child's Date of Birth _____
6. Child's Band Number _____

7. Do you feel comfortable helping your child learn new skills?

_____

_____

_____

8. What do you think your child should be able to do before s/he enters school?

_____

_____

_____

9. What services do you expect the school to offer your child?

_____

_____

_____

10. How can a parent share in a childs education?

_____

_____

_____

_____

11. Do you think it is important for a parent to be involved in a childs schooling?

_____

_____

_____

_____

Family Information

PPE - ACADEMIC SKILLS

1. Sorting		
2. Matching		
3. Number One/Many		
4. Number Action		
5. One to one Correspondence		
6. Discrimination		
7. Tactile Discrimination		
8. Spacial Identification		
9. Spacial Immitation		
Relative Positions		

Pre-Academic Skills

KIPOHTAKAW CHILD DEVELOPMENT CENTRE.

PROGRAM ASSESSMENT.

PURPOSE. To identify the areas which parents find valuable in the present program, and areas which need improving. This information will be used to plan our next session.

1. Which day/s would you like the program on.? ----------
2. Morning or afternoon.? ----------
3. Length of time.? ----------
4. Do you want transportation.? ----------
5. Would you like a 'Play week' at the end of the next session when children can attend on any day or every day and parents can attend or leave for a time if the child is comfortable.? ----------
6. Would you like a home based program to be available on request if you can not attend one of the sessions.? ----------
7. Would you like a childrens snack time, to be included in the program.? ----------
8. How can we improve the program.? ----------

Our program was divided into 5 sections.

A. CENTRES.
B. PARENT TIME.
C. TAKE HOME ACTIVITY.
D. CHILDREN TOGETHER.
E. LIBRARY TIME.

Please will you help us to create an even better program by sharing your opinions.

A. CENTRES.

. Provided sufficient variety to keep the childs interest.? Yes.____ No.____

2. Were there too many centres.? Yes.____ No.____

Not enough centres.? Yes.____ No.____

3. Sufficient activities which challenged.? Yes.____ No.____

4. Was there sufficient help given to you at each centre so you could help your child.? Yes.____ No.____

. PARENT TIME.

. Did you enjoy having time away from the children.? Yes.____ No.____

. How can we improve that part of the program.? _____

_____

_____

_____

_____

. TAKE HOME ACTIVITY.

. Did we provide adequate variety of activities.? Yes.____ No.____

. Were the activities used at home.? Yes.____ No.____

. How can we improve that part of the program.?_____

_____

_____

_____

_____

. CHILDREN TOGETHER.

.Did your child enjoy this time.? Yes.____ No.____

.Did any problems arise from this section.? Yes.____ No.____

3.Was there sufficient time for this section.? Yes.___ No.____

.How can we improve this part of the program.?_____

_____

_____

_____ _____

_____ _____

E. LIBRARY TIME.

1. Did your child enjoy taking a library book home.? Yes.___ No.___
2. How often were they read.? Never.____Sometimes.____ Every day._____
3. Who read with your child.? Mom._____
   Older brother/sister._____
   Other._____
4. Would you like acces to adult books with a lending system like the childrens.? Yes.____ No._____
5. How can we improve our library system.?_____

_____

_____

_____

Thank you for helping us to produce a better program. We will begin classes the first week of February.

APPENDIX 4

Planning Materials

Program Materials

DATE. SESSION • ___

SESSION OUTLINE

THEME: GOAL:

Planning Sheet (Centre Activity)

Language Development Objectives: Centers:	Perceptual/Cognitive Development Objectives: Centers:	Health/Safety Awareness Objectives: Centers:	Creative/Aesthetic Development Objectives: Centers:
SCRIMINATION Nutrition Awareness Objectives: Centers:	Nutrition Awareness Objectives: Centers:	Fine Motor Development Objectives: Centers:	Social/Emotional Development Objectives: Centers:
DEVELOPMENT Parent/Teacher Time Objective: Activity: Materials: Handouts:	Parent/Teacher Time Objective: Activity: Materials: Handouts:	STORY TIME. Objective: Activity: Materials:	Take Home Activity Objective: Kit: Handouts:

Program Outline
(Session 1 - 4)

Session	Date	Themes and Goals of Session	Parent/Teacher Time	Culture Time	Take Home Activity	Movement	Storytime	Centres
One	October 24th to 26th	Me My Head Goal : Increased awareness of names of face and spacial relationship. To interact with Mom.	Importance of Program for children. Details of program. Teeth Cleaning Regular	None	Flannel board and Face Parts	Carrying, Turning Child. Different body parts. Song: Going to Shake my my sillies out.	The Cupboard John Burningham	1. Book Reading 2. Paper Plate Face 3. Faces-Flannel Board 4. Bread Faces 5. Block Building 6. Teeth Brushing 7. Missing Parts Book. (face)
Two	October 30th to November 1st	Me My Body Goal: 1. To increase childs vocabulary-Nouns. 2. Increase parents awareness of childs language. 3. Increase interest in child.	1. Academic development is dependent on all aspect of child. *Adequct sleep, Language -play. 2. Show slides of grade one. Repeat -Needs. 3. Questions	None	Book Missing Parts	Head and Shoulders Shake My Sillies Out.	Gingerbread Man. Rhyme : Open Shut Them.	1. Wash the Baby 2. Trace the Face. 3. Girl Puzzle 4. Gingerbread Cookie. 5. Hand Mosaic 6. Felt Doll. 7. Sounds at Home 8. Body Parts Book
Three	November 13th	Photograpes----------	Social Play----------			----------Visiting Treatre----------		
Four	November 20th to 23th	My Family Goal: 1. To increase Vocabularly 2. Increase culture awareness. 3. Stimulate Parents interest in Childs Play.	1. Need to follow instructions, take turns. 2. Learn names of the family in Crec. Films : 1st Six Years The Following Instructions Game.	None	My Family Book. Reya Oskan	Throwing the Ball taking turns. Pat-a-cake		1. Family Book 2. Dressing a Doll 3. Playing with Dolls 4. Plasticine 5. Fisher Price House. 6. Puzzel Mother bear. 7. Sounds at Home 8. Pet Chart

Program Outline (Session 5 - 7)

	DATE	THEME AND GOALS OF SESSION	PARENT/TEACHER(T)	CULTURE TIME	CENTERS	TAKE HOME ACTIVITY	MOVEMENT	STORY TIME
ive	Nov.27 to Nov.29	Yellow& Blue To identify Yellow & Blue.Emphasis on matching& sorting.	1.Listening (if not understood) 2.A&K	None	1.Matching Cards 2.Blocks 3.Teepee 4.Finger painting 5.Cans 6.Pudding Mix 7.Stringing beads 8.Trace& color 9.Book of Blue.	Yellow& Blue Matching Card Game.	Taking Turns with Ball	The Apple
ix	Dec.4th to Dec.6	Red and Green To identify Red & Blue.Emphasis on matching & sorting.	Christmas Shopping for children, puzzles,dolls Fisher Price	None	1.Matching Cards 2.Blocks 3.Red and Green Collage. 4.Potatoe painting 5.Playdough 6.Sorting pictures by color. 7.Strining beads 8.Book reading 9.Cottage cheese&	Playdough Red,Blue,Yellow Green. Crackers&	None	The Nativity
	Dec.11 to Dec.13	Christmas Creative Activities. Emphasis on fine motor skills. Sharing fun activities.	Party Christmas Card inside includes information on January re-assessments.	Christmas in hearts of all people.	1.Santa puppet (matching) 2.Santa balloon 3.Christmas stock 4.Crib 5.Angel Table Decorations 6.Party House 7.Stand up Tree (christmas) 8.Bells on elastic 9.Christmas Beam bag toss 10.Book-the Navitity 11.Felt Tree 12.Bell Collage.	Parent/Child together center everything taken home.	None	Christmas video

Sample Centre Activity

ACTIVITY : GLITTER [illegible] PICTURE

YOU NEED: Bl[illegible] Paper
Witches
Glitter Garbage pail
M[illegible] Mouse
Scissors & Glue

WHAT YOU DO :

1. Tell your child that you can make pictures lots of different ways.

2. Let your child decide how to make a picture using some or all of the materials.

3. Give lots of praise for the choices your child makes.

IT IS IMPORTANT TO RESPECT YOUR CHILDS CHOICE.

4. Encourage your child to complete the picture until s/he is satisfied with the result.

5. Help your child to clean up.

DEVELOPMENTAL FOCUS : [illegible] ACADEMIC SKILL
MAKING CHOICES
CREATIVITY

WHAT YOUR CHILD DOES:

1. Listens.

2. Asks for help or shows enthusiasm at making choices.

3. Accepts praise.

4. Shows satisfaction.

5. Cleans up.

SAMMY THE SNOWMAN

Materials:

1 large red paper
1 story sheet
2 white snowmen (1 happy face, 1 sad)
1 pink, 1 red, 1 yellow, 1 black snowman
1 red bird
1 yellow duck
1 black cat
1 pink pig
1 ziplock bag

METHOD:

Use the paper stencils of the snowman and animals. Draw around each on the felts. Use a felt tip or pencil to draw the faces etc.

Fold the large red paper in half. Stick the story inside on the left hand side, and the ziploc bag on the right. Use a stencil to draw a happy (or sad) snowman on the front and write the title. Put the felts inside the bag. Enjoy the story at home.

Sample 'Take Home' Activity

ALPINTARAM CHILD DEVELOPMENT CENTRE.

PARENTS / CHILDREN TOGETHER.

Parents Observations.

Childs name._____Date._____

Fill in only those centres your child participated in. Please make any comments you feel might help us to improve our program.

CENTRE 1. WITCH AND PUMPKIN COOKIE

Did your child :
1. Wash hands?. Yes No
2. Use the rolling pin? Yes No.
3. Put the cookies on the sheet. ?. Yes No.
4. Make own cookie.? Yes No.
5. Enjoy making the cookie. ? Yes No.

CENTRE 2. EENCY WEENCY SPIDER

Did your child :
1. Try to keep the black crayon on the spider.? Yes No.
2. Know whath crayon was orange. ? Yes No.
3. Try to keep the yellow crayon on the sun . ? Yes No.
4. Listen to the rhyme. ? Yes No.

CENTRE 3. GHOST BAG TOSS.

Did your child :
1. Stand behind line 1.? Yes No
2. Take turns.? Yes No
3. Take careful aim.? Yes No
4. Move WITH you to line 2 3 4 5. ? Yes No
5. Enjoy the game. ? Yes No

CENTRE 4. GLITTER WITCH PICTURE

Did your child :
1. Make a choice to start the picture.? Yes No
2. Enjoy making choi... ? Yes No
3. Complete the pict
4. Help to clean up

Parent Evaluation

APPENDIX 5

Parent Program Outlines

KITSUMKALUM CHILD DEVELOPMENT CENTRE.

TUESDAY AFTERNOON WORKSHOPS

A. Child Development

1. April 23, 1985 - Introduction & Mothering
1:00 - 3:00 p.m.
Mother of Many Children (NFB)
Excercise: Expectations - Introduce each other
Discussion: Mothering
Film: "Rock-A-Bye Baby (FLIP) if time permits.

2. April 30, 1985 - Children's Feelings - Fear
1:00 - 3:00 p.m.
Film: "Development of Feelings in Children"
(FLIP)
Excercise: Stand in the Corner
Discussion: Open

3. May 7, 1985 - Discipline
1:00 - 3:00 p.m.
Film: "Child abuse - Cradle of Violence"
(NFB)
Excercise: Attitudes and qualities for children
Discussion: Open

4. May 14, 1985 - Children's Self Esteem
1:00 - 3:00 p.m.
Film: "I Love You When You Are Good"
(FLIP)
Excercise: Give It To Me - No
Discussion: Open

5. May 21, 1985 - Shyness
1:00 - 3:00 p.m.
Film: "Shyness"
(FLIP)
Discussion: Open

6. May 28, 1985 - Self Acceptance - Changes
1:00 - 3:00 p.m.
Film: "Keyam[illegible]"
(Native Counselling Services)

Parent Program Outlines

Pg. 1

THURSDAY EVENING WORKSHOPS

EVERYONE WELCOME TO COME.

B. Sexual Relationships

1. April 25, 1985 - Sexuality
7:00 - 9:30 p.m.
Excercise: Sex Role Attitudes
Discussion: Guest Mr. Eddie Bellerose
Film: "Sexuality & Communications"
(Native Counselling Services)

2. May 2, 1985 - Stages of Sexual Development
7:00 - 9:30 p.m.
Film: "A Family Talks About Sex"
(FLIP)
Discussion: Open

3. May 9, 1985 - Sexual Assault - Incest
7:00 - 9:30 p.m.
Film: "Incest - The Untold Secret
Guest: Jan Harper
Discussion: Open

4. May 16, 1985 - Birth Control
7:00 - 9:30 p.m.
Film:
Guest: Jacquie Blevins
Discussion: Open

5. May 23, 1985 - Effects of Alcohol on the Family
7:00 - 9:30 p.m.
Film: "Better Winds"
(Native Counselling Services)
"Soft is the Heart of the Child"
(A.A.D.A.C.)
Discussion with Guest: Agnes Bruno

6. May 30, 1985 - Native Culture
7:00 - 9:30 p.m.
Film: "Ways of our Ancestors"
(Native Counselling Services)
"Sacred Circle"
(FLIP)
Guests: Mr. Eddie Bellerose - Henry Paul & Mrs. Kootenay
Discussion: Open

APPENDIX 6

Community Calendar

U.B. Playing Cards or games / stories
Elders 1-4pm Tues. 7-10 pm
Make an effort to visit

Calendar of Events

November, 1985

Community Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2 12-4 pm Youth Drop-In
3 Council	4 Parent Drop-In 10-12 noon School Edmonton Health Centre Staff Mtg. 10-3 pm	5 Adm. Staff Mtg. 1-3 pm P+C Program Parent + Child School	6 10-12 noon Parents + Babies Dr's Clinic 2-5 pm Drop-In Elder's dinner/noon School Catechism 12-2pm A.A. Drop-In Centre 8-9pm	7 Dentist's Clinic 9-12 noon & School Catechism 3-4pm 1-3pm P+C Program Well Baby + Adult Imm. Choir Practice 5:30-6:30 pm	8 Parent Drop-In 10-12 noon	9 12-4 pm Youth Drop-In
10	11 Parent Drop-In 10-12 noon School	12 1-3 pm P+C Program Parent + Child School	10-12 noon Parents + Babies School Catechism 12-2pm "Lunch Served" 1-4pm YTC Child Welfare Inf. School Gym Drop-In Elders Dinner/noon A.A. Drop-In Centre 8-9pm	14 Dentist's Clinic 9-12 noon School Catechism 3-4pm 1-3pm P+C Program Choir Practice 5:30-6:30 pm	15 Parent Drop-In 10-12 noon Nutrition Wrkshp U.C. 10-3pm	16 12-4 pm Youth Drop In
MASS 17	18 Parent Drop-In 10-12 noon School	19 1-3pm P+C Program Parent + Child School	20 10-12 noon Parents + Babies Dr's Clinic 2-5 pm AIHEC Conference - Each School Catechism 12-2pm Drop-In Elder's Dinner/noon A.A. Drop-In Centre 8-9 pm	21 Well Baby + Parents Imm. 10-3 pm. Dentist's Clinic 9-12 noon 1-3pm P+C Program AIHEC Conference - Each School Catechism 3-4pm Choir Practice 5:30-6:30 pm.	22 Parent Drop-In 10-12 noon	23 12-4 pm Youth Drop-In
MASS 24	25 Parent Drop-In 10-12 noon School	26 1-3pm P+C Program Parent + Child School	27 10-12 noon Parents + Babies School Catechism 12-2pm Drop-In Elder's Dinner/noon School Youth Org. mtg.	28 Dentist's Clinic 9-12 noon 1-3 P+C Program School Catechism 3-4 pm	29 Parent Drop-In 10-12 noon	30 10-4 pm Youth Drop-In

APPENDIX 7

Tables

TABLE #1 READING C.T.B.S.

GRADE ONE

	Total Population	# Tests Taken	# On/Above Grade Level	Mean Dif.
1982		15	0	-.58
1983	15	12	4	-.22
1984	12	11	4	-.25
1985	19	15	2	-.63
1986	13	11	5	-.12
1987	14	9	4	-.27
1988	14	13	7	+.09
1989	24	24	14	-.03

GRADE TWO

	Total Population	# Tests Taken	# On/Above Grade Level	Mean Dif.
1982		12	0	-.73
1983	12	12	1	-.86
1984	15	15	0	-.86
1985	13	13	2	-1.02
1986	14	14	0	-.71
1987	12	12	2	-.76
1988	12	12	1	-1.00
1989	12	12	2	-.73

Table 1

TABLE #2 WORD ANALYSIS C.T.B.S.

GRADE ONE

	Total Population	# Tests Taken	# On/Above Grade Level	Mean Dif.
1982		13	0	-.65
1983	15	13	3	-.39
1984	12	11	6	-.12
1985	19	17	3	-.73
1986	13	12	3	-.42
1987	14	9	2	-.61
1988	14	13	1	-.57
1989	24	24	12	-.11

GRADE TWO

	Total Population	# Tests Taken	# On/Above Grade Level	Mean Dif.
1982		13	0	-1.25
1983	12	12	2	-.92
1984	15	15	2	-.87
1985	13	13	0	-1.47
1986	14	14	2	-.54
1987	12	12	2	-.89
1988	16	14	1	-1.11
1989	12	12	3	-.68

Table 2

TABLE #3 VOCABULARY C.T.B.S.

GRADE ONE

	Total Population	# Tests Taken	# On/Above Grade Level	Mean Dif.
1982		13	0	-.55
1983	15	13	0	-.75
1984	12	11	0	-.55
1985	19	17	0	-1.06
1986	13	13	2	-.87
1987	14	12	0	-.71
1988				
1989				

GRADE TWO

	Total Population	# Tests Taken	# On/Above Grade Level	Mean Dif.
1982		14	0	-1.04
1983	12	12	1	-1.21
1984	15	15	0	-.91
1985	13	13	2	-1.34
1986	14	14	0	-1.05
1987	12	12	2	-.42
1988				
1989				

Table 3

TABLE #4 LISTENING C.T.B.S.

GRADE ONE

	Total Population	# Tests Taken	# On/Above Grade Level	Mean Dif.
1982				
1983	15	12	0	-.69
1984	12	9	1	-.43
1985	19	16	0	-1.09
1986	13	12	0	-.9
1987	14	12	1	-.36
1988	14	13	0	-.93
1989	24	24	3	-.64

GRADE TWO

	Total Population	# Tests Taken	# On/Above Grade Level	Mean Dif.
1982				
1983	12	12	2	-.98
1984	15	15	1	-1.37
1985	13	13	1	-1.1
1986	14	14	1	-1.09
1987	12	14	0	-.84
1988	16	14	4	-.66
1989	12	12	2	-.77

Table 4

TABLE #5 MATH

GRADE ONE

	Total Population	# Tests Taken	# On/Above Grade Level	Mean Dif.
1982		12		-.41
1983	15	10	2	-.49
1984	12	9	5	-.07
1985	19	17	0	-.93
1986	13	12	1	-.86
1987	14	10	0	-.56
1988	14	13	2	-.45
1989	24	24	5	-.35

GRADE TWO

	Total Population	# Tests Taken	# On/Above Grade Level	Mean Dif.
1982		14		-.39
1983	12	12	1	-.72
1984	15	15	0	-.89
1985	13	13	2	-.68
1986	14	14	0	-.84
1987	12	12	3	-.62
1988	16	14	N/A	N/A
1989	12	12	4	-.48

Table 5

METROPOLITAN KINDERGARTEN PRE READING PERCENTILE RANK NATIONAL NORMS	1988	1989	STANINE
			9
			8
			7
			6
	53 52 51 43 40,40,40		5
	37 35,35 30 29 28 27 24	31,31 27 25	4
	22 20 17 16 13 12	22 20 18 14 13 11	3
	  4	9 6 	2
	2 1	2	1
TOTAL # STUDENTS	24	13	

Table#6

METROPOLITAN
GRADE ONE
PRE READING
PERCENTILE

1985	1986	1987	STANINE
			9
			8
			7
76		76,76	
		73	6
		59	
	57	57	
51,51	51		5
42		42	
	36,36,36		
	29		
27		27,27,27	
	26		4
24			
23	23		
19			
		16	
14	14,14		3
12,12		12	
	11	11	
6,6			2
4	4		
	3,3		1
2			
TOTAL # OF STUDENTS	14	17	

Table#7